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17. ABSTRACT

This preliminary report on the educational forecast of The University of Akron concerns itself with projecting the requirements of the community in higher education to 1970 and with reporting the University's resources, present and potential, for meeting its future obligations. The study first aimed at determining potential enrollment at The University of Akron from 1958 to 1970. On the basis of these projections, requirements in curricula, physical facilities, financing, size and type of faculty, instructional techniques, administration, student personnel and library services were studied. This report was designed to serve as a "blueprint" for future expansion.

Among the 21 recommendations offered were the following: Continuing analysis, on an annual basis, in terms of future needs; the maintenance of current standards of admission and the acceptance of a societal obligation to offer higher education opportunities to all qualified applicants; the development of procedures to recognize and provide challenge to students of exceptional ability; an "educational evolution" of the teaching role and student learning processes; a streamlining of curricular offerings; leadership in the devolpment of 2-year programs of study in the technical, business, and liberal arts areas; the doubling of faculty salaries by 1970; a strengthening of faculty participation in University affairs and in specialized areas of counseling and advisement as the need arises; and a strengthening of library facilities and administration to meet future needs.

Report includes a bibliography; appendices provide tables and charts on enrollment data, actual and projected, and numerous sample forms and schedules used in the study.

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THE FIRST REPORT
ON THE
EDUCATIONAL FORECAST
OF
THE UNIVERSITY OF AKRON

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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JUNE 15, 1958

FOREWORD

As originally conceived, the educational forecast of The University of Akron was outlined as a two year project. At the same time, the President advised The Forecast Committee that because of the urgency to arrive at and plan for future educational needs prior to the anticipated increased enrollments, it would be helpful to receive at least a preliminary report before the end of 1958. Primarily because of this request but also because a sufficient amount of data has been collected, tabulated and evaluated to assist the President in beginning his long range planning, the attached report is submitted for consideration.

It is, in some ways, purposely tentative in nature and by design in the hope that this first preliminary report will stimulate and promote deliberate constructive reactions. Through impartial analyses, it is hoped that appropriate changes will be reflected in the final report to assure the acceptance of this study as the most comprehensive to date.

Many areas of consideration were lightly touched upon; others were temporarily omitted; some were examined in detail. The work will be continued for another year in an attempt to give all vital areas of concern adequate and proper attention. From time to time, as additional phases become crystalized, amendments or changes to this report will be prepared. The final draft will constitute a compilation of all the work accomplished as of the presentation of this report plus any subsequent developments that will result from a refinement of present data and contributions from interested colleagues, consultants and educators.

D. J. Guzzetta
Director of the Study
The University of Akron
Akron 4, Ohio

June 15, 1958

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INTRODUCTION

"If a man does not know to what port he is sailing, no wind is favorable."

SOCRATES

Established August 25, 1913 as an outgrowth of Buchtel College, which had been founded in 1870, The University of Akron has become the center of higher education for the Akron area. Its development has come about principally through its primary objective of serving the college age youth of Akron. Although today approximately 30% of its total enrollment comes from outside the city limits of Akron, its major function is still one of providing higher education to Akronites.

Among institutions of higher education, The University of Akron is unusual in several aspects. Over 90% of the total day and evening enrollment comes from Akron and commuting areas. A large number of its students work at outside jobs while in attendance. Many attend sporadically. Others have irregular programs. Some carry part-time academic loads. Hence, many students do not complete their educational objectives in the usual consecutive semesters. Nevertheless, all the evidence indicates that the student body of The University of Akron is vigorously motivated to the accomplishment of its goals.

The University of Akron is financially supported primarily by fees and tuition from students and real estate taxes from the city of Akron*. It follows, from the nature of this support, that the University's paramount objective is to serve the citizens of the community.

---

* In 1957, income was divided as follows: 52% from student fees and tuition, 39% from taxes and 9% from gifts, grants and miscellaneous sources.

The Board of Directors of The University of Akron has been given full power and authority over the academic policies, rules and regulations of the institution by charter and by the laws of the state of Ohio. Such authority is not normally given to public tax supported institutions.

Therefore, considering the nature of its student clientele, its financial support, its charter rights and privileges and being cognizant and appreciative of the purposes of higher education, the Board of Directors, upon the advice of the faculty, established the following aims and objectives:

> To give students a survey of the chief fields of knowledge and thus acquaint them with the world of nature and human life; to develop their ability to make sound judgments and to profit from experience; to arouse their intellectual curiosity and stimulate their scholarly growth; to aid them in their physical well-being; to help them to appreciate beauty in all its forms and thus to furnish them with resources for enjoying their leisure hours.
>
> To develop and strengthen in students a sense of social responsibility so that they might have a proper regard for the rights of others; to prepare them for a sane and loyal family life and an active and intelligent citizenship.
>
> To prepare students for greater social and individual effectiveness in public service, commerce and industry, and the professions, for entering the professional schools of law, medicine, and dentistry, and for advanced study in other fields; for careers in art, music, home economics, and secretarial science.
>
> In the attainment of these objectives, The University of Akron will utilize its available resources to the utmost. Students will be expected to have a satisfactory degree of intellectual maturity, and adequate scholastic preparation along with the necessary aptitudes and interests. It is expected that their educational objectives will harmonize with those of the University.

The University has further aims:

> To provide expert advice for various civic and educational agencies; to furnish a scientific testing service for commerce and industry; to offer educational programs for the dissemination of culture and knowledge.

The University of Akron, in accordance with sound educational practice, has been constantly studying its objectives and services in light of changing needs. These studies have demonstrated the validity and efficacy of the objectives; however, they indicated that, because of impending enrollment increases, the services would need to be extended to meet increased area demands. The timing and nature of adjustments necessitated by the increases presents a problem requiring special attention and study.

Recognizing the need for an analytical study of the direction in which The University of Akron would need to go as this college age group continues to increase, President Norman P. Auburn requested financial assistance for this purpose from the Akron Community Trusts. In his letter of request, the objective of such an endeavor was summarized by President Auburn as follows:

> "The industrial, social and cultural life of Akron is dependent in a large measure on the educational opportunities offered its young people and adults. Akron Community Trusts can aid in extending these opportunities by granting the necessary funds to enable the University Board of Directors and administrative staff to formulate a logical and sound program of educational service."

On June 4, 1957, a grant of $10,000 was approved to assist the University in the accomplishment of this purpose. Shortly thereafter, the President appointed a Committee, designated as The Committee on the Educational Forecast of The University of Akron (henceforth called The Forecast Committee), to serve as an advisory body. It was composed of members of the University Board of Directors, its faculty and administration, its alumni and the student body. At the same time, the Chairman of the Committee and the Director of the Study were designated by the President to have the responsibility for the conduct of the study. Specifically, the President requested that the study concern itself with projecting the requirements of the community in higher education to 1970 and that a report be presented for his consideration indicating the University's resources, present and potential, for meeting its future obligations. The Director of the Study was given the assignment of carrying out the details and operations under instructions from the Chairman and the President.

Using the criteria of institutional excellence developed by The North Central Association of Colleges and Secondary Schools as an operational guide, it was agreed that the study should first aim at determining potential enrollment at The University of Akron from 1958 to 1970. On the basis of these projections, requirements in curricula, physical facilities, finances, size and type of faculty, instructional techniques, administration, student personnel and library services would be studied.

Without a careful and comprehensive analysis of the quality and scope of an existing educational program, it is difficult to project future requirements. Therefore, the study got underway with a purposive consideration of present practices and operation. This provided a sound point of departure, as well as a basis for planning to meet the inevitable changing conditions.

Since several of the areas of the study were of a highly specialized nature, consultants were invited to participate in the detailed analyses of particular operational aspects of the work of The Forecast Committee. Such phases as finance and physical facilities, administration and student personnel services and the library were studied by experts in the field. It was largely through their efforts that a meaningful, analytical evaluation of present practices was made.

On the basis of the reports of the consultants, many interviews with faculty, staff and students, analyses of data, a study of current literature and an evaluation of the institution in light of the criteria of accrediting associations, it was evident that The University of Akron is an institution of educational eminence. The desire to maintain this position of prominence in the field of higher education, together with the obligations to serve the youth of Akron, were the major forces underlying the conduct of this study.

This report, which is designed to serve as a "blueprint" for future expansion, represents the joint efforts of several individuals. Certainly, no project of this kind could be accomplished with any degree of validity by a single person. Such a study would have serious limitations without periodic evaluations from personnel not directly responsible for the final outcome. In addition to inestimable help and guidance given by The Forecast Committee, assistance was received from University administrators, faculty, secondary school staff and others. The Chairman of the Committee and the Director of the Study, however, assume complete responsibility for the generalizations, assumptions and recommendations presented herein.

It will undoubtedly be apparent that the main text of this study was dependent upon the accumulation of considerable data. Inasmuch as sound planning cannot be accomplished without a systematic and timely collection of pertinent statistics, such a practice should be accepted as a continous administrative process. In this way, appropriate interpretations can be made periodically to assist the institution in insuring, in the words of President Auburn, an "academically sound and financially feasible" educational program designed to serve the community to which it is responsible and in line with its stated objectives.

I

ENROLLMENT

The forecasting of enrollment for an institution of higher education is a complex and variable matter. In recent years, there have been a large number of national and state studies indicating the sharp and astounding increases anticipated in college attendance over the next two decades.

According to the Second Report to the President of the President's Committee on Education Beyond the High School made in 1957, "the number of qualifying applicants by 1970 will be at least twice the present level."

The study on Meeting Ohio's Needs in Higher Education estimated that the full-time equivalent enrollment in the fall term of 1970 in Ohio colleges will be "approximately three times the enrollment of the fall term in 1955." This projection assumes an increase of one percentage point a year in the percentage of the youth population that will attend college over the next ten to fifteen years.

A detailed interpretative study of the college age group in Akron and Summit County indicates a corresponding increase since this population category will more than double by 1970. This same pattern of a 100% increase became apparent as the study was carried into the high school graduating classes up to that period.

The point of departure for any study of future needs most certainly depends upon the student clientele available. A study of past enrollments at The University of Akron indicated that approximately 80% of the student body comes from Akron and Summit County* public, parochial and private secondary schools.

---

* Akron and Summit County together are commonly referred to as the Akron area.

Although the primary objective of the University is to serve the youth of the city of Akron, on the basis of the enrollment distribution indicated above, it was deemed advisable to study and analyze data other than from the city itself.

The study of enrollment began by accumulating vital statistics on past, present and predicted numbers of youth in the Akron area. Public, private and parochial high school officials were contacted to provide appropriate data relative to the size of their graduating classes through 1970. In many cases, the available figures had to be interpolated through accepted survival percentages to obtain this information. The end result was that complete figures were developed for Akron, Barberton, Cuyahoga Falls, Tallmadge* and Summit County (see table #6).

The first consideration was to arrive at freshmen predictions since increases in enrollment will initially be felt at this level. The past patterns of enrollment at the University of Akron from 1937 to 1957 were carefully analyzed to determine the high schools from which students came, the year of secondary school graduation, curricular interests of the students, their distribution among the colleges of the University, their period of attendance and other related items. Because of national and international situations, it was apparent that the years from 1937 to 1951 did not follow normal trends; hence, the period from 1952 to 1957 was used for the analyses of future projections.

Being cognizant of the many variables that enter into a forecast of this type, four freshmen projections were made, each based upon specific assumptions. In this way, the more pertinent considerations were appropriately grouped into logical patterns. The end result was that forecasts were made on the formulation of clear and explicit basic assumptions. Without such a basis, forecasting becomes mere guesswork and speculation.

---

*Because of the recency in the establishment of this school system as an independent city system, its figures, although identifiable in the raw data, are included in those of Summit County.

Certain assumptions seemed to be pertinent to all four formulas. They were arrived at after careful study of the local situation and an analysis of possible future areas of growth for The University of Akron. These assumptions are listed below:

1. That the primary data for calculating the total enrollment at The University of Akron will be the number of high school students graduating each year from Summit County High Schools.
2. That the estimates of future high school graduates prepared by the public school officials from Summit County, including Akron, will not change to any great extent.
3. That the number of high school graduates enrolling at The University of Akron from the Akron Parochial High Schools and high schools outside of Summit County will increase very slightly.
4. That there will be no increase in numbers of Hower Vocational High School graduates interested in, qualified for, and admitted to the University of Akron. In this connection, it should be pointed out that the enrollment projections made in this study did not take into account the admission of such graduates since the school is not yet accredited nor do many of its graduates have the required high school subject pattern.
5. That approximately the same number of nurses will continue to enroll at The University of Akron each fall semester. No attempt was made to project this group as entering freshmen, since

the stability of its continuance and the possibility of its expansion is presently indefinite. At the same time, although this number is not reflected in any of the freshmen predictions, it is included in the grand totals. The rationale for this lies in the fact that the group takes a special program and remains on campus for two semesters only. Because they are special students, the usual freshmen program does not apply; yet, they do represent individuals who are integrated into the overall picture.

6. That no other institution of higher education will be established in Akron.
7. That the percentage of returnees, transfers and entering freshmen from classes other than the immediate June high school graduating classes admitted to The University of Akron will remain unchanged. (This represents about 25% of each entering class. Many local students do not enroll at the University immediately after graduation from high school, but enter at various times thereafter. This helps to contribute to the uniqueness of a municipal institution situation.)

Obviously, should new data or changing conditions alter the above basic assumptions, even to a small degree, revisions of enrollment forecasts must be made. With this as background then, a description of the development of each of the four enrollment formulas follows.

Formula #1

Using 1952 to 1957 as base years, percentages of Akron Public High School June graduates, from each of those years, who enrolled at The University of Akron in the following September, were determined. These ranged from 15.8%

to 19.6% with the high being in 1955 and a steady decline appearing in 1956 and 1957. Because of this pattern, it was assumed that this trend might continue, or certainly not reverse itself immediately. Then, because the lowest percentage during this period was 15.8%, and because it was established that one formula on freshmen projections would be minimal, 15% was selected as a safe prediction of the percentage of Akron Public High School June graduates who would enter The University of Akron each September.

To forecast the number of Barberton High School June graduates who will enter the University each September, an average percentage over the past several years was calculated. This turned out to be 6% and so this figure was used to predict for Barberton.

The average percentage of Cuyahoga Falls High School June graduates who enroll at The University of Akron each September came to 4%. Assuming that this same percentage would be applicable over the next few years, this figure was used to forecast for this suburban community.

Averaging the percentages of Summit County June High School graduates, excluding Akron, Barberton and Cuyahoga Falls, who have been admitted to the University each September, resulted in a 5% figure. Assuming no basic changes in conditions leading to interest displayed by non-residents, this percentage was applied to the future high school graduating classes to predict freshmen numbers from the county.

The number of Akron Parochial High School June graduates enrolling at The University of Akron each September has shown a steady increase over the past few years. In September, 1957, eighty-five graduates of the June 1957 classes enrolled. Assuming that this interest will not diminish, but will at least continue at the same rate, a minimum prediction of eighty-five was forecasted with a gradual increase to a maximum of one hundred.

Since 1952, approximately fifty June high school graduates from schools outside of Summit County have been enrolling at the University each September. Again assuming that at least the same number will continue to be attracted to The University of Akron over the years, and that the future will see an increasing number desiring to be admitted, it was decided to start with a prediction of fifty for 1958 and raise the total by five each year through 1965. Then, in keeping with the overall trend, this number would fluctuate in accordance with other projections.

A detailed analysis of the high school class source of University freshmen enrolling each year from 1951 to date revealed that a considerable percentage of each freshmen class graduated from high school in years other than the immediate past June preceding the September in which they enrolled. This figure varied from a low of 22% to a high of 33%. Assuming that a similar pattern will continue, yet seeing no evidence for an upward trend at this time, 25% was decided upon as the percentage to use to predict this group from 1958 through 1970. This percentage was applied to the accumulated totals of Akron, Barberton, Cuyahoga Falls, Summit County, Parochial and outside Summit County high school graduates predicted as freshmen for The University of Akron. The resulting figure was then added to the total referred to above for a grand total projection of entering University of Akron freshmen throughout this period. (see table 17.) Therefore, in arriving at this forecast, in addition to the general assumptions for all formulas, the following assumptions provide the framework within which the minimal formula #1 functions.

1. That the percentage of Akron Public High School graduates interested in, qualified for, and admitted to The University of Akron will remain somewhat constant -- certainly not less than the lowest point within the past six years.

2. That approximately the same percentage of Summit County Public High School graduates that have been admitted to The University of Akron over the past several years will be applicable from 1958 to 1970.
3. That the entrance requirements of The University of Akron will not change.
4. That the 100% fee differential between residents of Akron and non-residents will continue.
5. That no major curricular changes will occur at The University of Akron.
6. That the percentage of income to The University of Akron from Akron City real estate taxes will continue to be the same percentage of the total University budget.
7. That the tuition and fee structure in effect as of February 1, 1958 will be applicable.
8. That no additional sources of University income will be available.

Formula #2

National predictions of the number of the youth population that will be attending institutions of higher learning assume a one percentage point increase annually through 1970. This same pattern is being projected by certain authorities for the state of Ohio to the point where the percentage of college age population enrolled in Ohio colleges in 1970 may be expected to rise to 41.6%.

In line with these official judgments, it seemed logical to develop a freshmen enrollment projection formula for The University of Akron that would reflect this annual percentage increase. As for formula #1, a set of basic assumptions was developed to provide the basis for the slightly different approach which resulted in another set of enrollment data known as formula #2. These assumptions follow:

1. That the percentage of Akron Public High School graduates interested in, qualified for, and admitted to The University of Akron will be the same in 1958 and 1959 as it was in 1957. Following the predicted national trend, it would begin to increase by 1% a year starting with 1960 until a leveling off point is reached in 1968. An increase was not predicted for 1958 and 1959 because, from all indications, the first noticeable "bulge" would not appear until 1960. This is based upon the actual number of potential students in the high schools today.
2. That approximately the same percentage of Summit County Public High School graduates that have been admitted to The University of Akron over the past several years will be applicable from 1958 to 1970.
3. That the entrance requirements of The University of Akron will not change.
4. That the 100% fee differential between residents of Akron and non-residents will continue.
5. That no major curricular changes will occur at The University of Akron.
6. That the percentage of income to The University of Akron from Akron City real estate taxes will continue to be the same percentage of the total University budget.
7. That the tuition and fee structure in effect as of February 1, 1958 will be applicable.
8. That no additional sources of University income will be available.

In September, 1957, 16.9% of the Akron Public High School graduates from the June, 1957 graduating class enrolled at the University. Assuming that this same percentage would apply for 1958 and 1959, the entering University freshmen classes for those years were predicted based upon the 16.9% figure. To reflect the national predictions of a gradual increase in the percentage of high school graduates desiring to enroll in institutions of higher learning, the percentage was adjusted upward from 1960 on. Beginning with 17% in this latter year, the percentage was increased by 1% each year until 25% had been reached in 1968. From then on, it was assumed that this percentage would remain at 25%. This is comparable to the predicted state ceiling of 41.6%.

The predictions for Akron Parochial, Barberton, Cuyahoga Falls, Summit County and outside Summit County high school graduates for each year were assumed to be the same as in formula #1. To this accumulation of totals, the same 25% was applied to represent the numbers of freshmen entering The University of Akron, in any given year, from high school graduating classes of years other than those being considered.

Formula #3

Although The University of Akron was originally established solely as a municipally oriented institution, its educational programs have attracted students from may of the surrounding areas as well. Because of this area appeal, formula #3 takes into consideration the possibility of increasing the University influence beyond the city limits of Akron. Obviously such a development would require a change in the principal source of support, but the dynamic future of this geographical location lends itself to speculation beyound the realm of limited local appeal. In addition to the general assumptions, with the following basic assumptions as a guide, formula #3 was developed to project the future role of The University of Akron beyond the usual confines of a municipal institution.

1. That the basis of financial support for The University of Akron will be somewhat expanded to include additional sources of revenue from outside the city of Akron.
2. That the fee differential between residents of Akron and non-residents will be materially reduced.
3. That after 1958 a gradual increase of ½% annually will be reflected in the percentage of Summit County, including Akron Public High School graduates interested in, qualified for, and admitted to The University of Akron. The ½% increase was used rather than the 1% because the college age population base for Summit County would provide a much larger potential. The increase would probably fall short of national predictions since this formula does not assume the elimination of all financial differentiation between residents of Akron and non-residents.
4. That additional curricula will be added to the present University offerings, designed to meet the needs of persons interested in programs not presently available. A limited expansion is assumed here and certainly considerably less than would be feasible.

Eleven percent of the total number of 1957 high school graduates from Summit County Public High Schools, including Akron, were admitted to The University of Akron in the fall 1957 semester. This seemed to be a typical year. Assuming that this percentage will increase annually by ½%, the predictions of entering freshmen each year, beginning in September, 1958 would reflect this rise through 1970.

Again, the predictions for Akron Parochial and outside Summit County Public High School graduates for each year was assumed to be the same as in formula #1. The previously developed 25% figure for non-previous June grad- was then applied to the above accumulation of totals. This represented the number of freshmen entering the University, in any given year, from high school graduating classes of years other than those being considered, and resulted in a grand total projection. Formula #3 then, opens the way to expansion at least throughout Summit County.

Formula #4

The most inclusive projection of freshmen enrollment falls under this last formula. Assuming that the increased student potential will influence the Akron area in general to expand its support of the University, fees and curricular adjustments have been added to this plan. The basic assumptions pertinent to formula #4 then appear below:

1. That the basis for financial support for The University of Akron will be expanded to include a geographical area beyond the city limits of Akron and at least including Summit County.
2. That the fee differential between residents of Akron and non-residents will be negligible.
3. That after 1958 a gradual increase of 1% annually will be reflected in the percentage of Summit County high school graduates, interested in, qualified for, and admitted to The University of Akron until the year 1969, when it will level off to 25%.
4. That additional curricula will be added to the present University offerings designed to meet the needs of persons interested in programs not presently available.
5. That the entrance requirements of The University of Akron will become more flexible to permit persons of varying backgrounds and

abilities to enroll in one or more of the new University curricula. This assumption has reference to the addition of terminal programs and more graduate work.

Using the 11% figure of 1957 high school graduates from Summit County Public High Schools, including Akron, that were admitted to The University of Akron, as a basis, this formula was developed. Assuming that this same overall percentage would apply for the fall 1958 semester, predictions of freshmen enrollment moved on from there. However, it cannot be pointed out too strongly that this formula would be applicable only if additional sources of financial support from outside the city of Akron were made available. At the same time, it is unlikely that this will occur prior to the 1959 academic year and so the prediction for 1958 did not take into consideration such assistance. On the other hand, beginning with the fall of 1959 academic year, the percentages of high school graduates from Summit County high schools predicted for admission to The University of Akron was raised to 15%. The reason for this is that if the additional financial support is forthcoming, it seems reasonable to assume that the percentage of non-Akron high school graduates qualified for, interested in, and admitted to The University of Akron, would approximate the percentage of Akron Public High School graduates in this same category. Following the national predictions, this percentage would probably increase by 1% annually until 1969 when it would level off to 25%.

The predictions for Akron Parochial, outside Summit County Public High Schools and the percentage of entering freshmen from high school graduating classes of years other than those being considered, were assumed to be the same as in formulas #1, #2, and #3. With these figures added to the previous accumulation, the freshmen projections for each year show a marked increase.

Total Day Enrollment

As previously noted, the initial impact of increased enrollments at The University of Akron will be felt at the freshmen level. However, total enrollments will reflect these larger incoming classes by the early 1960's.

To arrive at a realistic projection of a grand total for each year through 1970, a detailed study and analysis of trends and patterns of student retention and continuation over the past ten years was made. This study revealed a number of pertinent facts that places The University of Akron in a unique position. First, although the graduating survival rate of entering freshmen is comparatively low, transfers from other institutions and the Evening Division, returnees with irregular semester attendance patterns and nurses who attend the University for only one year, help to keep the sophomore, junior and senior classes relatively complete. Secondly, a small percentage of day students graduate in eight semesters. The average is nine semesters.

With this information as background a comprehensive analysis of enrollments was made back to 1937. From this study the following total enrollment projection formula was developed.

Starting with the three entering freshmen classes immediately preceding the year being predicted, an 85% survival figure of all three classes was applied and to this the predicted freshmen class for the year under consideration was added. The 85% figure took into account the transfers, returnees and nurses. The resulting total represents the projected grand total of University day enrollment in any given year. Using the various freshmen class predictions as a basis, this same procedure was applied to all four formulas. (see table 17.)

Evening Freshmen and Total Enrollment

The past few years have seen the Evening Division enrollment becoming an increasingly larger percentage of the University total "head count" enrollment. By 1957 the evening enrollment had nearly approached the day time total. (see table 7.) However, a careful study of these data disclosed a considerable range over the past five years of from 85% to 95% of the day time enrollment. Therefore, an average of 90% of day enrollment was selected to project evening enrollments expected each year through 1970. At the same time a high of 95% was also applied, thereby providing a spread for planning purposes (see table 18.)

Summary

The projections made as a result of this study are realistic since they are based on the children already born. The high birth rate of the mid-forties and on are providing the potential reservoir of students. This increase in the birth rate has been accompanied by a commensurate growth in the number of the college age group. College enrollment, therefore, will grow even if the present proportion of that age group attends. In addition to this, there are continuing pressures being brought to bear upon our youth to stay in college and add to their educational development. Aside from the outside pressures that contribute to college persistence, such developments at The University of Akron as improved counseling and teaching and better initial matching of educational opportunities to student abilities and needs, should contribute to the increased enrollments projected.

Nationally in 1870, 1.7% of the college age group (18 - 21) were attending institutions of higher learning. By 1955, this percentage had increased to 32.1%. Since the Akron area has conformed to this national pattern over the years and its population growth is comparable to publicized figures, it is logical to assume that Akron will continue to reflect national tendencies.

Although the spread between formulas #1 and #4 is considerable, each set of figures represents a natural growth in line with the basic assumptions that provide the framework for each formula. It should be noted however, that little change is anticipated for the years 1958 and 1959 but from 1960, the picture is destined to change.

Formula #1, the minimal approach, assumes a moderate increase from 1960 on. By the same token, it seems unlikely that enrollment at The University of Akron will ever fall below these figures. As these data are studied, freshmen enrollment from 1958 to 1970 is seen to increase by 80% while total enrollment rises by 48%. The slight freshmen enrollment decrease observed in 1967 and 1968 and total enrollment decrease in 1968 and 1969 was accounted for by the drop in Akron Public High School graduates in 1967 and 1968 which in turn can be traced back to the drop in births in Akron from 1949 to 1950. In this formula, 1961 will be the first "problem" year. From then on the University will need to plan for noticeable increases. The post war bulge of day enrollment of 3,202 in 1946 will not be met until 1965.

Formula #2 takes into account a more substantial rise in enrollment but not until 1960. From 1958 to 1970 freshmen enrollment increases by some 225% while total enrollment goes up 95%. Because this formula assumes a gradual increase in the percentage of high school graduates desiring to enroll in institutions of higher learning, a decrease in total enrollment for 1968 is not apparent. However, two freshmen decreases appear in 1966 and 1968. Again these two years also show a drop in Akron Public High School graduates and births 18 years prior to these dates. This formula predicts that the post war peak of day enrollment of 3,202 will be met in 1963-64.

Formula #3 also begins to show an increase in 1960. Under this plan preparations must be made to meet this expansion by that date. From 1958 to

1970 a 218% increase in total enrollment is predicted and 294% in freshmen numbers. Since percentage increases are assumed each year, there is a steady uphill rise in total enrollment, but in line with the slight drop in the source of this potential, freshmen enrollment decreases slightly in 1966, 1967 and 1968. Total-wise, however, the post war day enrollment bulge arrives on the scene in 1962-63.

Formula #4 shows a steady increase from 1959 on;yet the usual 1968 freshmen decrease is evident. The total enrollment increase is 335% with freshmen enrollment rising by 418%. By 1961, under this formula, the post war peak of 3,202 day students will be met in 1961.

University planning centers around enrollment projections since it is the principal factor affecting each of the eight areas of University operation alluded to in the introduction. Because there are so many variables that enter into the enrollments which must be planned for, it seems reasonable that the University should be prepared to meet the needs required in each of the four formulas. This then means that techniques to meet area requirements will need to be developed for detailed planning purposes. It should be remembered however, that procedures for planning University requirements to meet changing enrollments should be so designed as to permit periodic adjustments. The University should be able to compensate for irregular conditions that occur from time to time and which contribute to the distortion of the basic projections. The sections of this report that follow will deal primarily with this aspect of the study.

II

PLANNING AHEAD

A modern day University exists primarily to create a learning situation at an academic level beyond the high school. The basic essential ingredients for such an environment consist of the following:

1. Students whose intellectual curiosity, vocational motivation and desire for self-improvement directs them to an environment conducive to the realization of this satisfaction.
2. A body of experience or subject matter, more commonly called a curriculum, aimed at assisting students to achieve their goals.
3. A faculty and staff whose sincere interest in the perpetuation and improvement of our culture provides them with the drive and enthusiasm required to apply the curriculum in guiding students to the fulfillment of their aims.
4. A physical location and plant designed to provide students, curriculum, faculty and staff with a central area of concentration as well as to house the educational projects calling for equipment, special services, instructional tools and techniques demanded to carry out an effective program of study.

Having arrived at a basis for projecting the extent of ingredient #1, enrollment, available in the Akron area from 1958 to 1970, the next logical step seemed to be to determine the requirements of the other categories needed to serve this clientele. Along with this analysis, however, consideration of finances needed to accomplish desired ends became obligatory. Although the primary objective of this study was to consider the needs and requirements of the community, serious attention was also given to the feasibility of financing this anticipated growth. The fact could not be ignored that it is impossible to plan for expansion and improvement of higher education without relating these plans to finances. Therefore, where applicable, financial requirements will become an integral part of the planning outlined in this report.

In keeping with the initial intent to develop this study through The North Central Association of Colleges and Secondary Schools criteria of institutional excellence, the sections of the report that follow will take these requirements into account.

The first section deals with the instructional program contemplated for the years ahead. Under this category, faculty, curricula and instruction will constitute the major considerations. The combination of these three factors seems appropriate since they are all dependent upon one another and any changes in one will have definite and lasting effects upon the other two. Ingredient #2 and part of #3 are thereby applied.

Following this presentation, administration will be analyzed. In an examination of this phase of university operation, student personnel services will also be discussed along with other functions that are related to or are a part of administration. The staff element in ingredient #3 is related to this item.

The succeeding section concentrates on a study of the fiscal policies and physical facilities needs of the University. Usually these areas are administered by the same or allied offices and so a discussion of one automatically involves a consideration of the other. It is here that ingredient #4 is added to the learning situation.

As a final item in this projection of needs to serve an inevitable increased enrollment, the section on the library has been included. In it serious attention will be given to the role the library should play in the total educational program of the University.

With these analyzes as background, appropriate recommendations will follow. These are based upon the findings in each area and the effect increased numbers will have upon them. Once all of these data are assembled for interpretation and the recommendations are ready for implementation, they will provide relatively effective points of departure for a sound program of "planning ahead."

III

THE INSTRUCTIONAL PROGRAM
(Faculty - Curricula - Instruction)

Certainly all elements that go into the preparation and projection of an educational program are essential. However, if it were necessary to weight each phase, faculty would undoubtedly receive a slight priority. James A. Garfield, while serving as President of Hiram College, actively supported this point of view. He never lost sight of the fact that the success of a higher education enterprise rested primarily on the effectiveness of the teacher. His position on this issue was expressed in the oft misquoted statement:

> ".... Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him."

Of course, the educational process is not nearly as simple as the above may indicate. While a good faculty is of vital importance in any learning situation, the other phases are essential to insure a well rounded lasting effect. In support of this position, a study of the combination of all ingredients will constitute the major portion of this report. It will be aimed at assisting The University of Akron to accomplish its educational mission.

As this report moves into a projection of needs, it may be appropriate to mention a fundamental point of view on higher education underlying this whole concept of providing educational opportunities beyond the high school. Partially because the University is a municipally public tax structured institution, but also because the perpetuation of our way of life requires it, and education has a moral and social responsibility to assist young people in developing to their fullest potential, all Akron area persons who want to go to college, and who, by previous education, are qualified to do this level of work, should have the chance to do so. To quote the Educational Policies Commission, higher education has as its purposes:

> ".... to help realize the dream of individual opportunity... to draw out the latent talent of youth, to give opportunity for able youth to mature intellectually, aesthetically, socially, vocationally and morally.... the preservation and enrichment of the cultural heritage (and).... nurturing this heritage and transmitting it, enriched from generation to generation.... to add to existing knowledge through research and creative activity.... to serve the public interest directly."

With this background and these points of view as bases, a look to the future of the instructional program is in order. An analysis of trends and data indicated that the projections might be arranged in certain chronological periods which would provide an opportunity for a recapitulation and a re-evaluation of the forecasts. Hence, several "plateaus" were established as follows: 1958-1960, 1961-1965 and 1966-1970.

1958-1960

As indicated in tables #16, #17, and #18, it does not appear that the "status quo" of the instructional program will need to be adjusted to any great extent in 1958* or 1959 under any of the four formulas. However, beginning in September, 1960, should formulas #3 or #4 become effective, some changes would need to be implemented, particularly with respect to faculty.

In order to establish a basis for planning future faculty needs, a study of faculty student credit hour loads was made. Assuming the fall of 1957 as a base point, faculty loads in this semester provided the data for the basic formula. This was arrived at by determining the full-time faculty equivalent, calculating the total student credit hours taken by both day and evening students and then dividing the latter by the full-time faculty equivalent. The result was the faculty student credit hours produced per full-time faculty equivalent. `Applying this figure to the projected enrollments and particularly to the resulting student credit hours, an estimate of full-time faculty equivalent requirements was made. This technique was checked by applying the commonly used student-faculty ratio and the results were comparable. Other validations and consultations with educators confirmed the judgment that this formula is the most reliable and dependable method yet devised for measuring faculty productivity.*

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*Throughtout this report, the listing of a year, such as 1958, represents an academic year beginning in September of that year and ending in June of the following year.

The results revealed that, except for formula #4 in 1959, present faculty could support the expected enrollment through June of 1960. Aside from the finances needed to continue providing suitable annual faculty raises, a special budget for additional staff would not be required. From that point on, depending upon the enrollment formula that will be applicable, some adjustments appear to be in order and will be discussed in the next plateau.

Many studies have been made aimed at improving teaching and reducing the number of faculty supervisory hours spent in the classroom or laboratory. The University of Akron is no exception. Currently an experimental project on the filmed use of the laboratory in teaching is underway. Also, a University Committee on Teaching Devices shows promise of contributing several useful techniques being developed in the profession to aid the modern teacher. Various other time and staff saving devices should be examined for possible consideration and implementation, provided the quality of instruction will not be impaired. As an important end result to these studies, the practice of placing more responsibility upon the students and motivating them to increase the amount of out of class studying they are involved in should be promoted. It is suggested that in order to achieve these objectives, the various faculties, beginning in September, 1958, investigate methods of accomplishing the following:

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*It is appreciated that faculty productivity is a term not normally used in educational circles, but since a study of this nature necessitates the use of some types of quantitative measurements, productivity is used to identify the above technique.

1. Reducing the number of multiple sections of the same course.
2. Freeing faculty from many of its present clerical duties.
3. Providing faculty, where possible, with outside paper graders.
4. Reducing the amount of committee work assigned to faculty.
5. Experimenting with less time consuming methods of student measurement procedures.
6. Re-examining present "maximum" class sizes to determine validity of the arbitrary limitations already established.
7. Analyzing the curricula with the objective of reducing the number of offerings without affecting the quality of the total educational program.
8. Reducing the number of hours of formal student-faculty contact without decreasing the number of credit hours to the student or weakening the quality of instruction.
9. Scheduling class assignments more efficiently in order to better utilize staff time.
10. Adopting better and more frequent use of technological aids to instruction such as films, filmstrips, recordings, charts, maps, blackboards, radio, television.
11. Modifying present instructional methods to the point where faculty time is more effectively used professionally rather than supervisory.

12. Assigning faculty members to classes in accordance with their special talents.

Throughout this period, since the nature of the enrollment will probably not be materially different from that of 1957, no major curricular additions with exception of those of a terminal type, should be necessary although certain modifications and reinforcements of the degree curricula will be recommended later. On the other hand, student personnel services will need gradual expansion as will the library. These developments, plus other administrative changes required to maintain and improve the present structure, will be detailed in subsequent sections to follow.

1961-1965

This plateau will entail a number of adjustments necessitated by increased student enrollment. Although, generally speaking, the national trend seems to be to project future enrollments as generously as possible, in the opinion of the Chairman of the Committee and the Director of the Study, enrollment formula #2 most nearly depicts the Akron situation than the other three do. Until the basis for financial support becomes more extensive, it is not anticipated that formulas #3 or #4 will be applicable. Therefore, the figures prepared under the assumptions developed for formula #2 will be utilized in this report to project the University's growth.

By 1961 total day and evening enrollment will approximate 5200 students and 50,000 student credit hours. On the basis of the present faculty student credit hour load, an increase of the full-time faculty equivalent by 15 will be needed over the 1958-1960 staff requirements. However, from all indications it is going to be a monumental, if not impossible, task to secure fully competent faculty in sufficient numbers to maintain present instructional productivity. Therefore, a deviation from past practice may be forced upon the University - and not necessarily to the detriment of the educational process.

As a first step in trying to cope with this problem of faculty shortages, the raising of salaries undoubtedly has top priority. Insofar as possible, allocation of increased funds for the improvement of faculty salaries should be a primary financial objective of The University of Akron throughout this period of increased enrollments. At the same time every effort should be exercised to devise techniques that will enable present plus future faculty members to achieve greater competency in teaching as well as increasing faculty productivity. This will encourage the teaching profession in general to become more selective in its recruitment to the point where new faculty will be selected from those having first level abilities.

There seems to be no indication that the cost of living will be reduced over the next few years. As a matter of fact, it will probably be necessary to plan for continued increases. If faculty salaries are to be raised to the point where the present average will be nearly doubled between 1965 and 1970, it is imperative that the ways and means of increasing faculty productivity referred to in the 1958-1960 section be accomplished. Any reasonable projected income will not suffice alone to provide the financial support required.

The adjustment in faculty productivity resulting in raising the average faculty student credit hour load would thereby require fewer additions to the staff. The advantage to such a practice would be reflected in higher financial rewards for the quality "core" faculty available to achieve the educational mission of the University. Assuming that through the resources of the faculty definite accomplishments in increasing instructional productivity will have been made by the fall semester of 1961, the new faculty requirements at that time could be reduced. Of course, it is apparent that such adjustments would not be a simple process. In some cases there is no question but that raising faculty student credit hour productivity could be accomplished with little if any difficulty; in others, it may be questionable. In still others, it would probably be impossible. However, on the basis of overall University planning, every evidence points to the fact that, on the average, University faculty productivity can gradually be raised without detracting from a policy of continued academic excellence.

Assuming a continuation of present faculty student credit hour loads, the addition of the 15 faculty members listed for 1961 would require approximately $100,000 for new salaries. However, as indicated above, it is highly improbably that sufficient funds would be on hand to provide for both the additional staff and appropriate faculty raises commensurate with the objective of achieving a 100% increase before 1970. Therefore, the next best solution is to increase average individual faculty productivity by approximately 10%. This would make more money available for existing faculty salaries. Since it is most difficult to have an even distribution among all classes and in all four colleges, an increase of three new faculty members would more than compensate for any discrepancies that might occur to distort the proposed average faculty productivity load. This then would require a special new faculty budget of about $20,000, $80,000 less than would be needed for 15 new faculty members. Such a procedure would then enable the University to apply additional available funds to the regular salary budget.

Except for the addition of a graduate program in Mathematics, no major degree curricular changes should be contemplated in this period. As is the custom, this curriculum should first be offered in the Evening Division. The launching of such a program in the evenings on a part-time basis should not create any serious staff adjustments.

By 1961, a program of less than degree length should be in full operation. Generally identified as the Two Year Terminal program, its establishment should satisfy an educational need frequently expressed by area businesses, industries and students. Certain modifications of this program will undoubtedly be necessary, but cannot be forecast at this time.

In light of the time and staff saving devices suggested for study in 1958, changes and improvement in instructional methods should be evident by this time. A continual evaluation of the results of these efforts should prove helpful in altering plans designed to carry through the educational objectives.

All in all, 1961 will be the first "year of concern" throughout the University. For this reason, The University of Akron is fortunate in having the next three academic years, 1958-1961, to prepare and adjust for the period to follow. Since accurate data and statistics will be maintained annually, any international, national or area major or minor catastrophes will have been adjusted for prior to this date. A serious deviation from what appears to be the projection for 1961 will have been taken into account.

Under formula #2 in 1962, total day and evening enrollment should approximate 5500. This student body, assuming a continuation of the present pattern of student loads, should require about 52,000 student credit hours. As usual, the first consideration will be the academic staffing of the course offerings. Assuming instructional productivity to have adjusted itself effectively in 1961 with a 10% increase over the 1957-1960 period, the 1962 formula will require the addition of four more faculty with the exception of those needed in the terminal program. Since freshmen enrollment will have only increased by some twenty students over fall of 1961, the bulk of the total will be reflected in the levels beyond the first year.

No attempt will be made to forecast specific instruction program needs, by individual year, beyond 1962. The two year terminal programs planned for implementation in September of 1959 may have a definite effect on student motivation, interest and curricular selection which can distort planned predictions. The overall economic picture may change considerably over the next three or four years thereby adding another variable in the projection formula. Also, some time is needed to validate the predictions presented up to 1962. Therefore, on present evidence, plus the fact that continual verification of pervious outcomes must constantly be made, it cannot be adequately determined what will be needed in the instructional program in 1963, 1964 and 1965. Until such time as the data collected through 1962 will have been analyzed and applied for future projections of the instructional program, it would be mere guesswork to attempt to forecast specifics. As time, data and evaluations permit, however, studies aimed at providing a guide for future planning purposes will be conducted and added to this report.

1966-1970

No forecast will, at the moment, be made for this period for the same reasons as given above. Should it become feasible to do so, a complete analysis and set of projection figures on the instructional program will be prepared.

IV

ADMINISTRATION

> "The soundness and effectiveness of the administration of a college or university depends on (a) clarity of both the plan of administrative organization and the definition and allocation of responsibilities; (b) the competence and cooperative spirit of personnel selected for key administrative posts."

This statement, made recently by an eminent educational consultant, provides an evaluative guide in the analytical study of the present and potential administrative structure of The University of Akron.

The best plan of administrative organization may break down if it is not competently staffed; on the other hand, a relatively inadequate plan may function reasonably well if manned by competent and understanding persons. Most desirable, of course, is a combination of a good plan and well-qualified personnel.

A plan of organization and administration must be designed for each institution in terms of its individual purposes and characteristics. There is no single plan that is universal in its application. There are, however, certain basic concepts or principles in terms of which the effectiveness of an administration may be judged. At the same time, it must be recognized that specialists in administration may differ on their applicability to a given situation.

With enrollment predicted through 1970 and faculty, curricula and instruction generally considered through 1962, it seems appropriate now to turn to an objective, logical and analytical examination of administration. It has been said that in the last analysis, the judgment of the quality of an institution's present and future means an evaluation of the administration of that institution and its willingness to change the status quo in line with the demands of progress. With these principles in mind, certain concepts will be duscussed as particular administrative organizations and operations of the University are examined.

Under the Bylaws and Regulations of the Board of Directors of The University of Akron, the President "shall be the executive head of the University in all of its departments, and to him is committed the general supervision of all its interests." The duties implied in this broad definition of authority and responsibility are obviously too inclusive to expect one administrator to perform all of the ensuing functions personally. There is a limit to the span of control that can be effectively managed by one administrative officer even though historically the principal responsibilities of college and university presidents centered on both coordination and development. Modern day educational analysts have recognized the impossibility of expecting the chief administrator to actively perform all of the allied functions that are a necessary part of both areas of operation. Hence, the trend towards seeking appropriate assistance for the president has gained momentum as the number and scope of the various functions of administration have increased. The principal forces responsible for this movement have been:

1. The growth of enrollment.
2. The expansion of the responsibilities of colleges and universities.
3. The example of business organizations.
4. The example of the military.
5. The considerable thought given in recent decades to the enterprise of administration as an important element in modern life.
6. The need for the chief executive to devote a disproportionate time to financial matters.

Essentially, functional administration constitutes a "division of labor." As functional duties have increased, the ultimate objectives of presidents have been to free themselves from performing coordinating and operational activities so that they could properly assume the leadership required for institutional development. With functions becoming more specialized, it seems logical that they be handled by specialists. Therefore, as institutions of higher learning have taken on new and expanding educational roles, presidents have, of necessity, been compelled to call upon staff assistance. The end result has been a variety of administrative structures designed to perform the many services educational institutions have assumed as their societal obligations.

The University of Akron has, during the seven year span of the present administration, undergone commendable development. An examination of the effectiveness of its administrative structure revealed that, in general, it compares most favorably with other similar type institutions of higher learning. It shows up particularly well when compared with the committee type of administrative control and the decentralization of function patterns that prevailed at the University in previous years. Gradually appropriate administrative officers have been appointed to assume certain of the former committee activities and have been assigned duties in a manner which has brought about more centralization.

Being cognizant of the great strides already made at the University and of the immense administrative tasks which will confront the University in its era of expansion, a further examination was conducted to determine whether there are additional administrative areas where organization and functions can be improved in the interest of economy of human energy and increased effectiveness of operation. The end results of this objective, with some analysis of existing procedures, will constitute the major portion of this part of the report. Ideally speaking, then future administrative goals will be outlined based upon what the experts in the field deem proper and also on what appears to be feasible.

It is a most difficult task to outline a specific and detailed administrative organization for an institution of higher learning particularly when serious shortcomings are not apparent. At the same time, attention has been called to the fact that sweeping generalizations with respect to institutional operations cannot and should not be attempted. On the other hand, it cannot be denied that certain general practices are sound and effective and should be ultimate goals as experience invites accepted changes. Differences in personalities must be taken into account in planning administrative adjustments. Keeping these basic principles in mind, a future administrative organization for The University of Akron will be discussed. Where alterations or additions are immediately needed, it will be so stated. In other phases, attention will be called to the theories and future structure most likely to assist the President in performing his role as chief administrator for the University during the period of its great expansion.

Experts in collegiate organization divide administration into five areas:

1. Academic Administration
2. Business and Financial Management
3. Student Personnel Services
4. Public Relations and Development
5. Research

They recommend that the President have adequate assistance for the administration of each area. Depending upon the size of the institution, some of these duties may be combined under one person until such time as expansion requires the appointment of another officer. A combination of functions, however, does not minize their importance. The uniqueness of each function remains.

Academic Administration

One of the most time consuming tasks of a President of a university is in the area of academic administration. At The University of Akron administrative officials representing at least 10 areas of academic operation report and are directly responsible to the President. Although this appears to be a large number, it is encouraging to note that this represents a recent reduction from 16 academic areas.

In many institutions of this size, there is a chief administrative officer responsible for this phase of university operation with the title of Academic Vice President. He is the administrator to whom the deans of the several colleges, the Librarian and all other persons responsible primarily for academic affairs report. The internal academic administration, coordination and development rests with this office and it is there that the President turns for assistance in helping him evaluate the educational program of the institution, thereby freeing himself to devote more of his energies to external affairs. Insofar as this particular office is concerned, regardless of the title assigned to its administrator, there is no question but that even the present size of The University of Akron requires coordination at this level.

The administrative official at The University of Akron whose functions, with some definite exceptions, parallel those referred to above, is the Dean of Administration who was appointed in 1955. At the time that the position was created, following the usual pattern of administrative organization, the duties of this office were stated in general terms. For the future, it would seem wise to define in more detail the duties of this office and to re-assign some functions in line with the principles outlined above. It is suggested that when feasible, in order to relieve the President of certain time consuming tasks, the coordinative functions of the Dean of Administration be extended so that administrative officers of academic affairs report to him as do the administrative officers in the field of student personnel services.

One of the functions which should be transferred from this office is that of Director of General Studies. This program now constitutes 39 hours of course work. The bulk of these studies is taken at the division level commonly referred to as the General College. For some time, the General Studies program has been administered by a Director and a committee while policy for the General College program has been formulated by a committee of the deans, and the Registrar under the chairmanship of the Dean of Administration. The increasing demands upon the time of the Dean of Administration, the fact that General College students constitute approximately 2/3 of the student body, the obligation to maintain the quality of instruction, the need for leadership in the further development of the general education program, the necessity for closer coordination of staff assignments, strongly recommend that these phases of university operation be reassigned to a newly created administrative office under the leadership of a Dean of the General College.

The present University practice requires all entering students to begin their studies in the General Studies program of the General College. Along with this core of courses, students enroll in general subject matter basic courses in which they have expressed some interest. Students are not promoted from this program to an upper college of their choice until after successfully completing an appropriate block of courses usually totaling 64 credit hours, except for students interested in engineering. Pre-engineering students are transferred to the control of the College of Engineering after their first semester. This procedure is somewhat cumbersome, unrealistic and time consuming. Therefore, the centralization of the administrative control of all General College students in one official would provide a more stable and uniform policy and it would give students in this program identity. Specifically, this plan would operate in the following manner.

All entering freshmen students, regardless of their fields of interest, would be accepted in the General College of the University and remain under the jurisdiction of the Dean of this College until satisfactory completion of the General College requirements. At this point students would be eligible for admission to one of the upper colleges. The appropriate college would then assume administrative control over its majors through graduation. In essence, such a plan would enable a principal academic officer to exercise initiative in evaluating and improving the program of the General College while coordinating the welfare of all students in the division. This would permit the upper college deans to devote their energies to the third, fourth and fifth years of academic programming.

As noted previously, the addition of a two year terminal program to the University curricula is suggested for implementation by September, 1959. Logically, the administration of this program should also be assigned to the Dean of the General College since his academic area of concern would coincide with the usual two year type of studies of less than degree length.

The deans of the several upper colleges, namely liberal arts, engineering, education and business administration, play a vital role in this entire administrative structure. They bear the primary responsibility for the selection of new faculty members, for recommending faculty promotions, for maintaining the quality of instruction, for administering the academic policies established by their faculties and for taking the leadership in sound curriculum planning and the continual appraisal of college offerings. With greater emphasis being placed upon graduate work, their academic leadership is going to become increasingly more important -- particularly since they represent the principal academic experts in the institution.

Faculty academic legislative powers rest with a representative body called the University Council. As now constituted, it appears to be too large to operate effectively and its membership is not as representative of the faculty as it should be. All members of the Council are either ex-officio members or are appointed by the President. A smaller Council made up of elected and appointed representatives of the various college faculties should prove to be more efficient. Such a Council might also provide for proportional representation and a rotation of elected representatives. This, then, is another means by which the President may maintain close contact with the academic affairs of the institution.

Regardless of the type of administrative structure The University of Akron adjusts to, a small committee of academic administrative advisors such as the present Executive Committee, is obligatory. Whether or not the academic coordination of the University is accomplished by the President or his chief academic administrative officer, the President needs an advisory body in whose judgment he has confidence and with whom he can discuss critical University issues intimately. Therefore, a re-channeling of lines of authority and reporting should in no way detract from the President's prerogative to continue his direct relationships with the administrative staff. As a matter of fact, under these conditions, his position would be more clearly that of a chief executive with more time to devote to both external and internal affairs.

Business and Financial Management

Institutions of higher education are becoming so varied, extensive and administratively complicated that their business and financial management is a major function that virtually permeates every phase of operation. As in the area of academic administration, the time and effort required to perform these tasks makes it impossible for the President of a university to personally assume operational control of the activities that fall in this area. Hence, a Financial Vice President is usually appointed to administer these functions. The University of Akron has such an officer with the primary responsibility of managing the fiscal policies and physical plant of the University.

Although the preparation and control of the institutional budget is a chief concern of the President, the Financial Vice President carries out its administration in accordance with established policies. The actual collection and expenditure of monies, inventory control and the fiscal management of permanent funds and auxiliary enterprises is performed by the Treasurer of the University who reports to the Financial Vice President and the President.

The care and maintenance of the physical plant is a working responsibility of the Superintendent of Buildings and Grounds. He too is responsible to the Financial Vice President.

In general, it may be stated that the business and financial management of The University of Akron fits into the accepted plan of organization proposed and recommended by the experts in the field. A separate section to follow will examine the actual fiscal policies and physical plant operation in detail since an analysis of these functions must be made in projecting a total educational program.

Student Personnel Services

Student personnel services are such an important part of a University operation that its chief administrative officer, whatever title may be given him, should be coordinate with the chief academic officer and the chief finance and business officer. He should be responsible directly to the President. Responsible to him should be all personnel who are concerned primarily with the interests and welfare of students from the time they seek admission to the University until they leave the institution to find employment. Specifically, this would include persons responsible for pre-college counseling, admission, testing and orientation, records, educational and personal counseling, student health, scholarship and other forms of financial aid, placement, housing other than housekeeping functions, social and recreational activities, student organizations and fraternities and sororities.

This inclusive concept of the office of a chief administrator for student personnel services is not reflected in the present scope of functions of the Director of Student Personnel at the University. As now structured, he and the Registrar report directly to the Dean of Administration who is functioning, to a degree, in the dual capacity as coordinator of academic affairs and of student personnel services. It is not now suggested that these two functions be divided at The University of Akron, but some study should be given to such a future division of responsibility and authority as the University grows.

The student body of a municipal university has fewer ties to the institution than do students in a residential college or university. For this reason, it becomes all the more important that the student welfare staff be given merited recognition and that student personnel services be extended and coordinated through a central office. This means that until students are promoted to an upper college, their principal University contact should be with this office except by referral to an appropriate subject matter specialist. The responsibility for upper level counseling is now a major concern of the several colleges. This should in no way be interpreted to mean that the student personnel staff is thereby relieved of student welfare responsibility. As a matter fact, closer coordination with this staff at the upper college levels would be highly acceptable.

A further consideration for the future would be to take into account the advisement system recently initiated in the Evening Division. As of this date, evening student welfare is the primary responsibility of the Evening Division staff. It may now be appropriate for the University to contemplate establishing a closer tie-in between the Student Personnel Office and the Evening Division. This same kind of day-evening student services integration could very well be applied to the Office of the Registrar.

Since in the words of Plato "the direction in which education starts a man will determine his future life," the role of the Student Personnel Office in the educational picture is a vital one. Therefore, this function should be administered with the greatest of care and attention and at a level commensurate with its importance.

Public Relations and Development

As the educational influence of institutions of higher learning is extended into the community, the need for a sound program of public relations and development becomes urgent. In most institutions, this role is taken over completely by the President. The more recent trend, however, is to create such an office within the top level administrative structure of the University in order that its chief administrator may work closely with the President and report directly to him.

The program of public relations and development at The University of Akron is still in the process of taking form. The planned program, as conceived by the recently appointed Director of University Relations, will have three major functions:

1. To provide information through several media to the constituents, to alumni and to high school teachers and students.
2. To develop alumni interests by establishing alumni districts, by organizing alumni for fund raising and by providing speakers for alumni groups.
3. To suggest and formulate plans for University development.

The general idea of centralizing these three functions into one office is sound. It is too soon to evaluate the progress accomplished to date and further study will be made of this area.

Research

A segment of operation of growing importance in modern day institutions of higher learning is the field of research. This logically falls into the academic area, but as the broad scope of responsibilities already allocated to the chief officer for academic administration in institutions of higher learning develop and as the specialized nature of research activities becomes even more complicated, the trend seems to be to appoint a coordinator of research who reports directly to the President.

In addition to the development and coordination of research for government and industry, there has been a need for continuing research on the problems of the University such as the characteristics of students, unit costs of operation, curriculum organization in relation to the needs of students and of the community, teaching loads, the quality of instruction, space utilization and many others. The very tasks and studies in which the Forecast

Committee has been involved in would normally be conducted by an institutional office of research. This would also insure a continuation of these studies as well as provide a central office where various data would be collected, evaluated and disseminated in accordance with proper administrative procedures. At the present time, however, this type of research could very well be handled by one of the present administrative officers.

At The University of Akron a Faculty Committee on Research has been appointed by the President to determine faculty interest in research and to serve as an interim coordinating agency in the field. This group is temporarily adequate to help establish a framework from which faculty interest can be generated, but its long range impact has serious limitations. Therefore, it is recommended, that in the future and at the opportune time, this function be assigned to a top level administrator for proper development.

V

FISCAL POLICIES AND PHYSICAL FACILITIES

This portion of the report deals with an examination of the policies and procedures of the business management area and of an analysis of factors relating to financing the educational program. It also includes a study of existing physical facilities, their use, and future needs for buildings.

The business management affairs and physical plant care and development are under the supervision of the Financial Vice President who is directly responsible to the President. His functions, as detailed by the Bylaws and Regulations of the University cover financial administration, real property management, purchasing, supervision of physical facilities, selection of non-academic personnel and supervision of auxiliary enterprises. For purposes of simplicity and clarification, each of the two major areas will be examined separately.

Fiscal Program

The University of Akron is supported by funds obtained largely from student fees and taxes. A comparison of the percentage distribution of income over the past several years together with the operating expenditures appears below:

	1953	1954	1955	1956	1957
Student Fees	41%	42%	47%	50%	52%
Taxes	55	54	46	41	39
Gifts and Grants	-	-	1	3	4
Miscellaneous	4	4	6	6	5
	100%	100%	100%	100%	100%
Budget	$1,425,207	$1,538,565	$1,669,314	$1,871,054	$2,132,286

Several interesting and noteworthy observations can be made from these figures.

First, tax support is representing a decreasingly smaller part of the total support, a tendency which is contrary to the basic financial premise upon which the institution was established. This trend can be accounted for by the fact that the dollar value of such assistance has remained comparatively constant throughout these years in spite of the creeping inflation that has plagued the fiscal operation of the institution. The amount of tax support has varied from a low of $777,497 in 1955 to a high of $813,702 in 1954.

Second, along with this trend the end result has been that student fees are providing an increasingly larger share of the financial support of the educational program.

Third, through the efforts of the Board of Directors and the President, gifts and grants now represent a noticeable portion of the University income. From all indications, economic conditions permitting, this source of support should continue to bear a portion of the financial support required.

Fourth, the operating budget has, of necessity, been gradually increased to keep up with rising costs and to accommodate a growing University enrollment, day and evening, of approximately 25% from 1953 to 1957.

As the University prepares to meet its obligation of serving larger enrollments, the whole area of income and expenditures becomes a major concern. Planning in the other aspects of university operation depends, to a great extent, upon the availability of funds and the management of these resources.

The accepted procedure for analyzing costs and the proper use of the ingredients that constitute a learning situation, is through what is generally referred to as the "educational cost per student." Along with this item of consideration, the percentage distribution of the budgetary expenditures is looked upon as a sound criterion for evaluating the educational program of an institution. An ideal breakdown as developed by experts, and the 1957 allocations of The University of Akron are listed below:

	Ideal Distribution	The University of Akron
Administrative and General	15.0%	16.0%
Instruction	60.0%	59.5%
Library	5.0%	5.2%
Operation and Maintenance of Physical Plant	16.0-16.5%	19.3%
Research	3.5-4.0%	0
	100.0%	100.0%

Although there appear to be some slight differences, the distribution of the "dollar" at The University of Akron is exceptionally well balanced. The ideal division typifies a Utopian situation to which reputable institutions direct their sights. In the judgment of the leading authorities in the field, the instructional item is the best single indicator of good use of funds since the achievement of 60% means that the bulk of the educational cost per student is attributed to the faculty and instructional expenditures.

The fact that the University column does not reflect a percentage expenditure for research is somewhat misleading since at present institutional and contractual research is not yet centralized into one office but is administered by appropriate officers in the specific fields of endeavor. Also, most of the cost of organized research being conducted is financed by contracts which do not require institutional funds for any significant portion of the project. Until such time as The University of Akron becomes a larger institution, it seems unlikely that such a special office will be created.

The large percentage of expenditures attributed to the operation and maintenance of the physical plant is higher than the goal established due to the increased efforts being made to make up for the lack of proper attention given to the campus in past years because of the scarcity of funds. It now seems apparent that the University is caught up on deferred maintenance and so this percentage expenditure should soon decrease.

All in all, it can be stated objectively that The University of Akron is making notable achievements in arriving at a pattern of expenditures established in accordance with what experts collectively state as "the" practice.

The educational cost per student varies considerably among institutions. In 1957 at The University of Akron, the educational expenditure per full-time student equivalent approximated $640 while the educational expenditure per student credit hour was $20. Objective standards or norms on a national scale do not exist for comparing the operation of one institution with others. However, a comparison made with nineteen similar type institutions and a detailed analysis conducted by one of the consultants to this study, showed that the expenditures per full-time student equivalent is well below the median. Accrediting associations have indicated that the best "single" criterion of institutional excellence is the educational expenditure per full-time student equivalent. Nevertheless, it should be noted that even though the educational cost is low, the distribution of the educational expenditures in the various categories, indicates well-directed efficiency in the use of funds. Yet, considering the inflationary trend and rising costs, there is no question but that the educational cost per full-time equivalent student will increase as the University expands. It is on this basis that future budget estimates should be prepared.

In making plans for budget projections, the following factors should serve as points of departure.

1. The $640 figure for the educational cost per full-time student equivalent is producing satisfactory results, but gradual increases will be necessary each year as additional funds are required for various purposes.
2. The present distribution of the dollar can be modified in line with accepted practice in order that instructional expenditures may continue to represent the major portion of the educational cost.
3. Costs will of necessity increase as inflation continues, as additional faculty are added and as appropriate faculty salary increases are provided.
4. Every effort should be made to double present average faculty salaries by 1970.
5. As salary increases are made, there will be increased costs in other institutional expenditures since educational and general costs in the years ahead will be directly related to the salary levels and more particularly to the faculty salary levels.
6. The fiscal year should be made to coincide with the academic year.

7. Unless additional sources of income are introduced, student fees will continue to carry an increasingly larger share of the educational cost.
8. Detailed budgetary preparations should not be attempted for too many years in advance since an opportunity to validate and evaluate should be made on a continuous basis to permit adjustments required by changing conditions.

According to leading educational economists and fiscal experts in the field, educational budgets will need to be tripled by 1970 in order to make it possible for institutions of higher learning to perform their educational functions. This would take into account money needed for instructional salaries and increases, capital outlay and improvement and the normal inflationary adjustments anticipated for the future. Certainly, fiscal requirements for The University of Akron will be projected in detail and in refined terms as this study continues. For the present, however, the principle of a budget three times the present size by 1970, assuming growth in line with formula #2, can very well serve as a guide. Taking into account all of the proposed economies and methods of improving the efficiency of operation, preliminary estimates made for The University of Akron's needs, substantiate this tripling pattern that is being accepted on a national scale.

The fiscal year under which an institution plans is a logical corollary to budget projections. Its importance was noted above as a vital factor to consider in budget planning. The University of Akron's fiscal year is the calendar year. The majority of colleges and universities use the academic year as the basis for setting the fiscal year. Therefore, when comparisons are made with other institutions, The University of Akron's data do not conform.

University planning, both educationally and financially, should take into account the same point of departure. The collection of data usually begins with the fall term and, for the most part, staff appointments and assignments should be effective with this term.

There is some difference of opinion as to whether July 1 to June 30 is preferable to a September 1 to August 31 period. In the former, the Summer Session is looked upon as the beginning of the academic year while in the latter, the Summer Session becomes the end of the academic period. After considerable study of the pros and cons of these two alternatives, the September 1 to August 31 fiscal period seems to be more suitable for The University of Akron.

Physical Plant

Factual information on the space utilization of the physical plant was collected using the Inventory Sample Forms listed in Appendix C. The data were collected and analyzed in accordance with a manual for studying space utilization that has recently appeared.*

A study such as this permits an objective look at the utilization of institutional buildings, primarily the academic ones. While there are many reasons for studying the use of instructional and general buildings, the main purposes are to find out how efficiently existing buildings are being used. Based upon the condition and adequacy of existing buildings, an indication should be given as to when additional buildings might be needed.

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* Russell, John Dale and Doi, James I., Manual for Studies of Space Utilization in Colleges and Universities, American Association of Collegiate Registrars and Admissions Officers, George Banter Company, Inc., Menasha, Wisconsin, 1957.

As a result of this facilities study, the following information has been assembled and summarized to provide a basis for detailed planning and analysis:

1. Summary of square feet, student stations, number of rooms and average square feet of floor space per student station in the instructional facilities.
2. Summary of rooms and student stations available during the week according to morning, afternoon and evening use and percentage of use as well as by functions of rooms.
3. Summary of the use of laboratories.
4. Distribution of the number of day class period meetings per week by enrollment of classes in relationship to the capacity of the rooms in which classes were held during the first semester, 1957-1958.
5. Summary of percentage of station use when classrooms were actually in use during the first semester, 1957-1958.

A number of pertinent and interesting observations were made in this phase of the study.

1. The University of Akron is housed in 22 buildings which cost $6.5 millions and contain more than 500,000 gross square feet of space.
2. The gross square feet averages 200 square feet per full-time equivalent day student and 160 square feet per full-time equivalent day and evening student.
3. The academic program is housed in 12 different buildings, providing 3,316 student stations in general classrooms, 1,411 student stations in instructional laboratories, and 243 student stations in other instructional rooms, for a total of

4,970 student stations. There is an average of 19.2 square feet of assignable space per student station.

4. During the first semester, 1957-1958, general classrooms were used a higher percentage of the time in the evenings, with 48.1%, than in the mornings or the afternoons. Use during the day amounted to 40% in the mornings and 30% in the afternoons.

5. During the 60-hour week - 8-12, Monday through Saturday, 1-5, Monday through Friday and 6-10, Monday through Thursday - 1,296 of the 3,240 general classroom periods available were in use, amounting to 40%. During the same period, 705 of 3,180 instructional laboratory periods were used, for 22.2%.

6. By days of the week, general classrooms were used most frequently on Wednesday, followed in order by Monday, Tuesday, Friday, and Thursday. Little use was made of general classrooms on Saturday mornings. The percent of use, except for some classes held on Saturday, did not vary markedly by days. The low percent of use was on Thursday, with 39.7 and the high percent of use was on Wednesday, 48.3%.

7. Instructional laboratories also had the heaviest use on Wednesday, with 26.5%, followed in order by Monday, Thursday, and a tie between Tuesday and Friday. The percent for Tuesday and Friday was 21.7. On Saturday morning only 10 of 212 instructional laboratory periods available were used, for 4.7% use.

8. By hours of the day and on the basis of the 60-hour weekly schedule, general classrooms had the highest rate of use from 7-8 p.m., with 62.3%, followed by the 8-9 p.m. hour with 54.3%. During the morning periods, the 10-11 hour

was used most frequently, with a percent of 50.3. The most popular hour in the afternoons was 1-2, with 53.7%. The least popular time was from 4-5, with only 6.3% use.

9. Ninety percent of the classes that met in general classrooms were in classrooms which had more student stations than the class enrollment. In instructional laboratories, 73% of the classes met in laboratories having more student stations than the class enrollment.
10. When classrooms actually were in use, general classrooms were 47.9% filled to capacity and instructional laboratories were 60.6% filled to capacity.

In the judgment of a leading expert in the field on proper facilities utilization, the physical plant of The University of Akron will, with the exception of the library and dormitory needs, accommodate the increased enrollments anticipated for the next three to four years. It must be remembered, however, that physical facility planning should start at least three years prior to the time the space is needed. This permits adequate time for detailed pre-planning and eliminates the need for requiring a number of temporary moves necessitated when a building program is delayed until the enrollment is already on campus.

On the basis of the data collected on the present space utilization on campus and the enrollment projections, the following building priorities are suggested:

1. The library addition (see Section VI).
2. A dormitory.
3. Adequate administrative quarters, including faculty offices.
4. General classroom building with provisions for large lecture halls.

5. Special purpose instructional-laboratory type buildings.

In the meantime, more careful scheduling should be practiced to insure a more even distribution of room and hourly use. It is only through this type of programming control that present facilities can be made to adequately serve approximately a 40-50% increase in enrollment.

VI

THE LIBRARY

Traditionally, libraries have been called "field headquarters of the mind." In this capacity they serve as central coordinating and collecting agencies of published knowledge. It follows, then, that considerable care and attention should be given to maintaining this vital element in the total educational process.

A detailed examination of The University of Akron Library revealed that the University fully recognizes its responsibility in this matter and that, in comparison to other college and university libraries, with present enrollment, it shows up exceedingly well. By any reasonable standards, it must be pointed out that the Library is good. It has an excellent staff. Its book collection is adequate and related to general institutional requirements and its financial support is reasonably satisfactory. As is the case with most libraries, however, there are some obvious shortcomings but none so serious that they cannot be overcome.

Administration

Administratively the University Librarian reports directly to the President. Although there is nothing in the Bylaws and Regulations requiring the appointment of a Library Committee, as in most colleges and universities, such a committee has been created. It consists of five deans, four faculty members (one from each college), plus the Librarian. Although its functions are nowhere clearly stated, it serves as a general advisory group to the Librarian. Its most important activity consists of reviewing and approving the library budget and ruling on the distribution of book funds among the various departments and divisions.

There is common agreement among librarians that Library Committees are desirable but their duties should be spelled out as advisory and never administrative. The following basic functions are suggested as a possible guide in the formulation of specific assignments for a Library Committee:

1. It should aid in formulating library policy concerning the development of the collections for instruction and research. It should determine areas of development, lines of specialization, areas to be avoided.
2. It should aid in the allocation of book funds, taking into account: (a) the present status of the collections for any given department (particularly gaps and elements of weakness); (b) student and faculty demand, partially as reflected in size of enrollment; and (c) relative cost of books in different subject areas.
3. It should develop an all-university library program with attention to problems of space and facilities generally.

A study of the sizes of Library Committees in over one hundred midwestern colleges showed that the present University of Akron Library Committee is larger than is usually found. This finding, together with the fact that the membership of the local group is predominantly administrative, suggests a re-arrangement of the character of the Library Committee. Since it is primarily through the stimulation of faculty members that the library is used by students, it follows that they should be in a privileged position to contribute to the overall library developmental process. Therefore, effective solution to the membership of a Library Committee would be to include five faculty members and two academic deans. This membership should be appointed by the President for two year terms and each member should be eligible for re-appointment. No appointed member's term, however, should exceed four years of consecutive service. The Librarian should serve ex-officio as a member.

Staff

The size of the present library staff is generally adequate for current enrollment; however, as the University grows, it will be necessary to make additions. Additional assistants will undoubtedly be necessary to serve more students and to prepare more books for use. Specifically, the most immediate need will be for a full-time professional order librarian since there is none now.

Status-wise, the library staff compares favorably with other institutions. In the considered judgment of the experts in the field, faculty status is imperative for library personnel. Since this practice prevails at The University of Akron, it can be said that the status of the library staff is in accordance with good practice. To carry this concept a step farther, it might be advisable to grant greater recognition to these persons in University Committee appointments, particularly where their experience, knowledge and background will be of value to a group. The better acquainted they are with matters that concern the entire university, the better they can perform their duties.

Book Collection

At the close of 1957, the book collection numbered 110,407 volumes. This was an increase of 18.35 per cent over 1952 and an average annual increase of 3.67 per cent. If the same rate continues, acquisitions of about 17,000 volumes every five years may be anticipated. Projected into the future, this could mean a collection as follows:

1962	127,407
1967	144,407
1972	161,407

In general, in its book collection, The University of Akron stands about midway in the ranking of Ohio College Libraries. Of course, the measurement of the quality of any college or university library is difficult. There is a difference of opinion as to what constitutes a "good book" but also a book good for one purpose and in one college may be of little value in another. Usually "accepted" check lists are used as a guide in making evaluations. The University of Akron Library has used the catalog of the Lamont College Library at Harvard as its criterion. On this basis, the University Library's showing was good.

The book acquisition budget is distributed among the various departments and colleges although approximately $4,000 was available to the library staff for ordinary book acquisitions in 1957. Because the responsibility for acquiring books through departments is variously discharged, it is strongly suggested that these arbitrary limitations be somewhat flexible. Often particular departments ignore their appropriations until the end of the year, then spend hastily while others may have used up their allocations and are unable to purchase necessary books that come to their attention. A plan for a periodic re-allocation of funds, based upon the status of departmental balances, and the general book fund, should be developed. Consideration should also be given to increasing the general book fund in order to permit the Librarian to secure more acquisitions for general use.

Library Use

There has been an overall increase in book and periodical loans from 87,000 in 1952 to over 93,000 in 1957 through the University Library. In this connection, the loans of periodicals has greatly exceeded the loans of books for use in the library. An important educational contribution is also made in the library's reference service. Approximately 1500 reference questions are annually presented and the library staff succeeds in answering about 95% of them.

Of course, the influence of the faculty in student use of the library is extremely important. Obviously, faculty whose teaching methods stress and stimulate wide reading have considerable effect upon student reading behavior to a greater degree than anything that the library itself might do. At The University of Akron, an early introduction to the use of the library is an integral part of the Written English phase of the General Studies Program. It can be said then, that in cooperation with the library staff who assists in this library indoctrination, the faculty plays a vital role in encouraging a close student working relationship with the University Library. This practice, however, is also carried over into the use of the Public Libraries -- particularly on Saturdays when the University Library is not open.

Nevertheless, statistics gathered on the student use of the library show that it is not utilized to the extent that it should be. On the other hand, the expansion of the graduate programs is tending to draw students more closely to its facilities. To accommodate this group, plus those students who for various reasons cannot avail themselves fully of the University Library during the week or evenings, it would be advisable to be open on Saturdays. It is true that the Public Libraries can be used on this day; however, there is a difference between the Public and University Library. Students should have available to them the book and reference services on their campus.

Finance

According to the experts in the field, the most common ways of considering the adequacy of academic library support are the following:

1. Expenditures in relation to the size of enrollment (expenditures per capita).
2. Ratio of library expenditures to total institutional expenditures.
3. Comparison with similar institutions.

Although all of these measures have merit, none can be taken as more than broadly indicative. Therefore, in the final analysis, the amount of money the library needs is determined by the nature of the program of the institution. As new courses or curricula are added, more money will be required, regardless of enrollment, although an increase in numbers will also necessitate more books and services.

At The University of Akron, library expenditures have steadily increased for both salaries and books. Since 1952 there has been an overall 55% rise. When these costs were applied to enrollment on a per capita basis for day time students, expenditures for the six year period 1952-1957 ranged from $32.12 to $40.88. The average was $35.00.

Today, with respect to the ratio of library to total University expenditures, most institutions of higher learning tend to cluster around the 4% figure. The University of Akron's ratio has varied from 4.71% in 1956 to 5.32% in 1955. Therefore, on this basis, also, the financial support of the University Library is above average.

In the considered judgment of the leading authorities in the field, comparison among institutions can be misleading. Because of this, although data were collected for this purpose, only passing reference will be made concerning institutional comparisons. Since in this method the individuality of schools is ignored, it is the least satisfactory method of appraising library status. Suffice it to say that, even with this technique, The University of Akron Library shows up very well compared with colleges and universities generally throughout the state.

Applying the library per capita expenditure to all daytime students, the 1957 figure was $40.88. Assuming $40.00 per daytime student as a reasonable objective based upon enrollment projected in formulas #1, #2, #3 and #4, library appropriations for the future should be as follows:

	1	2	3	4
(1957 actual - $101,919)				
1960	$ 97,400	$102,520	$104,840	$119,920
1965	128,520	155,200	173,720	234,280
1970	144,600	195,880	231,880	329,920

In theory, the above principle of increases is sound but from a practical point of view, it does not necessarily follow. Expenditures of other institutions suggests that in many cases, as enrollment increases, the expenditure per student (but not the total) goes down. Therefore, using the stated base figures as guides and not as definitive, it is suggested that for the future the $40.00 per daytime student be kept up to an enrollment of 4,000 and then somewhat less per daytime student for enrollments of more than 4,000. Evening enrollments are not taken into account since library facilities would need to be provided for daytime students regardless of the extent of the evening program.

In the final analysis, as indicated previously, the best all-around method for determining library expenditures should be the nature of the educational program at The University of Akron. This means that enough money will need to be provided to pay library staff salaries to serve more students and to purchase books and periodicals for instruction, investigation and leisure reading. Present indications are that the University budget is satisfactory. Only actual developments in the future can determine the precise amounts that the library will require.

Library Resources Centralization

There exists a difference of opinion between the principle of concentrating all library resources and facilities in a single building and fragmenting and disbributing them into a number of departmental collections. An analysis of the operation of the University Library, supported by the literature and a leading authority in the field, has led to the conclusion that for The University of Akron, the centralized procedure now functioning is far more suitable.

Through centralized library administration, greater efficiency and economy is promoted. A smaller staff is required; duplication of expensive reference books is minimized and cataloging costs are held down. A central system also makes possible the provision of a broad collection of reference tools, of files of bound periodicals, of displays to encourage and stimulate reading in many fields and of facilities for borrowing books from other libraries. In addition, centralization permits a significant type of service which cannot be provided students who depend almost exclusively on departmental collections and who avoid visiting the central library.

The campus of The University of Akron is not so large as to impose inconveniences to students or faculty located on its fringes. Nor is it centralized to the point where subject matter collections are not identified. To give specialized areas recognition, separate divisional reading rooms in education, business administration, science and technology are provided in close proximity to the books and periodicals associated with each division. This, then, permits the library to centralize the reading materials under one roof with a competent reference staff and certain economies in supervision and operation. Certainly, this concept of an operationally effective library is sound, practical and efficient. It should most assuredly be continued as library facilities grow with increased student enrollments.

The Library Building

The University Library presents a well organized and orderly appearance but its present facilities are definitely inadequate in certain aspects. An examination of these quarters disclosed a number of monumental space problems.

The shelves are almost solidly packed. Additional stacks have been provided to accommodate the increased collection but only by reducing the space between already existing stacks and by utilizing the entrance corridor. Overcrowding is apparent everywhere.

The books are widely scattered. This requires students and staff to do a great deal of walking about, causing noise and distraction. It is most difficult to maintain adequate supervision of the stacks.

The library is far below accepted standards in the number of seats provided for readers. There are 415 seats available which is less than 10% of the total student body. A difference of opinion exists among the experts as to the seating capacity that should be provided for student use. The three most common figures presented are recommended seating for 25% of the student body, 30% and 50%. It is doubtful if anyone would advocate dropping below 20%. On this basis then, present provisions are much too limited.

There is little or no space available for special study facilities. The trend today is to provide carrels and/or individual desks for this purpose. Such facilities would be impossible under present conditions in The University of Akron Library.

A leading library authority has suggested possible solutions to an improvement of the physical situation. The most obvious would be to continue to make alterations to present facilities. Since, however, this can only be accomplished by reducing to an even greater degree the limited "free" space presently available, and at considerable expense, the most logical solution is a new building.

Enrollment projections call for substantial student increases within a few years. This being the case, the University Library will be called upon to do far more in the future than it is now doing. It will require an extensive book collection and many more facilities for readers. Because a University library is "the intellectual center" of a campus, every effort should be made to provide such a building for The University of Akron -- a building that will truly reflect this point of view.

Library Cooperation

For many years, libraries have been exploring possibilities of working together in the interest of economy and efficiency. The University of Akron has been involved in this kind of discussion with other institutions of higher learning in Ohio. Although nothing definitive has resulted to date, there is every evidence that continued effort in this direction may bear fruit. Certainly much can be gained by affiliation with others in the construction and development of a depository library. This would help in relieving the load on the shelves and reduce the duplication of subscriptions to expensive and relatively little used periodicals. Top priority is not recommended for immediate positive action in this area of cooperation. At the same time, this possibility should not be ignored but should be explored for future action.

VII

SUMMARY AND RECOMMENDATIONS

Experience has shown that institutional studies, such as the one under consideration, conducted principally by local University staff are of more value to an organization than those accomplished by outside agencies. Among the advantages directed towards this approach are that campus personnel can establish their own objectives, determine the problems to be studied and apply pre-determined procedures and techniques to the actual operation of the study. The tasks or issues at hand are more important to the local staff than to outsiders, hence they are more intent upon achieving discernible results. The opportunity to utilize local staff to assist in the accumulation and interpretation of data and the freedom to call in special consultants on a need basis results in more effective decisions. This is so since they are based on a combination of judgments made from the practical experiences of local staff and the varied experiences in higher education of the outside experts.

In a sense, every institution of higher education is unique, regardless of its many commonalities with similar type organizations. The communities in which educational institutions are located are different. Their physical setting and environment, although comparable, are unlike other seemingly identical institutions. The human and financial resources available in each situation varies. Each locale has its own idiosyncracies that need to be taken into account. Therefore, generalizations, in terms of acceptable procedures and solutions to problems, cannot be applied without becoming influenced by historical "accidents" responsible for much of the "status quo." At the same time, the experiences of the authorities in the field provide the basis for recommendations aimed at helping an institution of higher education maintain its individuality while holding on to its academic respectability. This, in the considered judgment of the Chairman of the Committee and the Director of the Study, has been achieved in the study herein reported.

The University of Akron is a dynamic expanding institution. Its development in recent years is impressive. There are many commendable features of the University to which no reference is made in this report. The recommendations that follow are offered with only one purpose in mind, viz., the further improvement of an already effective administration.

1. IT IS RECOMMENDED THAT THE DATA INDICATED IN APPENDIX A, AND OTHER PERTINENT MATERIALS BE COLLECTED, TABULATED AND ANALYZED ANNUALLY, AND THAT THE FORECASTING OF THE FUTURE OF THE INSTITUTION BE ESTABLISHED AS A MAJOR ADMINISTRATIVE FUNCTION.

   Since the primary function of a University is educational and its activities revolve around sound planning, it follows that data relative to its educational operation should be available to its President at all times. It is largely on the basis of past and present practices that the future can be effectively considered. Trends and patterns establish a valid point of departure for projecting various needs. Obviously, should economic or international conditions force the University into an entirely different pattern, planning calculations should change accordingly. Such a procedure, therefore, will provide The University of Akron with a continuing technique of evaluating the vital phases of operation pertinent to the educational progress of the institution.

2. IT IS RECOMMENDED THAT THE PRESENT OBJECTIVES AND AIMS OF THE UNIVERSITY OF AKRON BE MAINTAINED AND THAT THEY PROVIDE THE BASIS FOR THE FUTURE EDUCATIONAL PROGRAMS OF THE UNIVERSITY.

The objectives of the University have been re-examined realistically and found to be in line with good and sound educational practice. An analysis of the stated aims revealed that they represent the major purposes of the individual colleges. At the same time they are flexible enough to provide the framework within which contemplated curricular adjustments and additions, such as the two year terminal program, may be adopted.

As a municipal institution serving a community of varied interests, The University of Akron's philosophy of education should coincide with the needs of the area without jeopardizing the academic quality of the program. The objectives and aims, as set forth, constitute a well-balanced and meaningful set of principles to guide the future educational growth of The University of Akron.

As stated, the objectives of the University should not be interpreted to mean that student clientele be restricted to this area. On the contrary, every effort should be made to attract students to the campus from beyond the immediate geographical area. Obviously, a student body of a cosmopolitan nature creates a challenging educational environment.

3. IT IS RECOMMENDED THAT THE UNIVERSITY OF AKRON MAINTAIN FOR THE PRESENT ITS CURRENT STANDARDS OF ADMISSIONS AND ACCEPT, AS ITS SOCIETAL OBLIGATION, THE OBJECTIVE OF OFFERING HIGHER EDUCATION OPPORTUNITIES TO ALL WHOSE FORMAL EDUCATIONAL BACKGROUND QUALIFIES THEM FOR ADMISSION.

Students attending an institution of higher education for the first time are eligible for admission to The University of Akron if they have been graduates from a regionally accredited secondary school with a program including the following units of study:

4 units English

1 unit mathematics

3 units social studies (including American History)

1 unit natural science

1 additional unit from the above

Certain additional prerequisite subjects for students planning to major in science, engineering or industrial management are required. Other applicants for admission may be admitted upon the basis of the quality of their secondary school work and their standing upon the counseling tests as given by the University.

The opportunity to study in institutions of higher learning should be available to all young people whose previous educational record indicates that they may be expected to benefit from such study. The above admission requirements are in line with this philosophy.

Admission to a program of study does not in itself guarantee continuation at the University since failure to successfully maintain the academic standards of accomplishment established denies a student the opportunity to continue. But, in keeping with American democratic principles, such a policy affords the basically qualified person that initial chance to succeed.

4. IT IS RECOMMENDED THAT THE UNIVERSITY OF AKRON TAKE THE INITIATIVE TO INCREASE AND IMPROVE THE RELATIONSHIP WITH THE AKRON AREA PUBLIC, PAROCHIAL AND PRIVATE HIGH SCHOOLS.

   Although this relationship is most cordial, improved coordination, particularly with the subject matter specialists and high school counselors, can go a long way in helping the University chart its areas of concentration for the future. Since the area high schools provide The University of Akron with the greatest number of entering freshmen and the level of high school preparation and student interest of University potentials are important considerations in planning for the future, it behooves the administration to actively promote effective articulation with contributing schools. A permanent standing committee of representatives from Akron area school systems and the University could be established to keep all interested parties informed. Such a group could very well provide the guidance for planning new educational directions at all levels.

5. IT IS RECOMMENDED THAT THE UNIVERSITY OF AKRON EXAMINE THE POSSIBILITY OF DEVELOPING PROCEDURES TO RECOGNIZE STUDENTS OF EXCEPTIONAL ABILITY AT BOTH THE HIGH SCHOOL LEVEL AND WHILE IN ATTENDANCE AT THE UNIVERSITY, IN ORDER THAT SUCH STUDENTS MAY BE CHALLENGED TO ACHIEVE AT A LEVEL AND PACE COMMENSURATE WITH THEIR INTELLECTUAL ABILITY.

Several institutions of higher learning have, in some way or another, launched various programs designed to motivate the exceptional student into advanced academic accomplishment. It is suggested that The University of Akron consider focusing additional attention upon the student whose intellectual abilities demand special stimulation. There are several ways in which this can come about. The following common practices are listed as guides in establishing some procedures for such a plan.

1. Admitting to a University, high school juniors or seniors with high academic standing, superior scores on the College Entrance Board Examinations and the recommendation of their high school principals.
2. Exempting selected students from introductory courses.
3. Permitting qualified students to omit basic required courses by passing examinations and obtain credit in other courses by independent study and examination.
4. Waiving prerequisites for advanced courses.
5. Granting permission to take graduate courses.
6. Providing special honors sections in some elementary courses, special freshmen seminars or interdepartmental colloquiums.
7. Selecting "junior fellows" from among the top 5% of a class for special tutorial assistance and in turn to function as academic student assistants.
8. Designating certain academically exceptional students as "Honors College Scholars" which entitles them to a waiving of all formal course requirements for graduation. Special advisors are assigned such students

and special programs of study are arranged on an individual basis. When "Honors College Scholars" complete the proper total number of hours, and the advisors are convinced that the time has come when the degree should be awarded, recommendations for graduation are made.

Certainly no plan of this type should be adopted without considerable investigation and analysis. What will work out well in one academic environment is not necessarily applicable in all instances. It is, however, imperative that some deliberate attempt be made to experiment in challenging keen young minds and in promoting intellectual excellence. In the final analysis, this proposal is an extension to a simple principle of democratic education -- "the best students deserve the best possible education."

6. IT IS RECOMMENDED THAT AN "EDUCATIONAL EVOLUTION" OF THE TRADITIONAL TEACHING ROLE OF FACULTY BE BROUGHT ABOUT.

The shortage of qualified faculty members that will be available to serve the increased enrollment anticipated during the next 10 to 15 years is going to necessitate some pronounced changes in the educational process. Underlying this whole concept should be the goal of increasing instructional productivity while at the same time maintaining and improving the quality of teaching and preserving the inherent values of faculty-student relationships. In order to achieve this objective every effort should be made to free the faculty from unnecessary clerical tasks, committee work, time consuming student measurement procedures and laboratory supervisory functions. Where possible, paper graders should be provided and more use should be made of effective audio-visual aids. A re-examination of the arbitrary limits of class sizes, the varied course offerings and the manner in which faculty members are assigned to teach particular classes should also follow.

The literature shows that college and university faculty develop their teaching materials for TV, graduate classes and special interest courses with considerable thoroughness. The application of this same vigor and enthusiasm to the preparation and presentation of course materials for daily classes is encouraged to insure a more consistent and productive classroom learning situation. The fact to remember is that teaching techniques are the media by which the end objective is realized. The ultimate in any educational process is a student body whose education has been influenced by many deliberate forces requiring both faculty and personal stimulation.

7. IT IS RECOMMENDED THAT AN "EDUCATIONAL EVOLUTION" OF THE TRADITIONALLY ACCEPTED STUDENT LEARNING PROCESSES BE BROUGHT ABOUT WITH THE PARTICULAR GOAL OF PLACING MORE RESPONSIBILITY ON STUDENTS FOR THEIR OWN EDUCATIONAL ATTAINMENT.

The development of educational methods designed to place larger responsibility for learning on the students themselves could actually improve the quality of education and at the same time help relieve the teacher shortage. Since true learning is achieved through deliberate effort on the part of the learner, it follows that every opportunity should be afforded college youth to apply themselves more positively in carrying out their share of the educational process. Fewer conventional class meetings, without a reduction in course credits earned, could be compensated for by requiring increased student library research and other appropriate individual study. The common practice of taking classroom time to merely cover material that appears in the basic text should be examined. The introduction of supplemental information, apart from the regular text, could stimulate individual student interest in achieving more breadth and depth in their studies. A proportionately larger amount of time for out-of-class studies should be required of students thereby providing them with an opportunity to apply principles enunciated in class. Classroom work should be so organized as to permit the faculty to utilize the time in directing learning and covering material that establishes a framework from which intellectual curiosity may be aroused. By challenging students into individual and group creativity and principles applicability, a more lasting educational end result may be achieved. The dissipation of teaching resources for repetitive elementary work may also be reduced as faculty re-direct their energies towards a more self-sufficient student body.

8. **IT IS RECOMMENDED THAT THE VARIOUS COLLEGE FACULTIES IMMEDIATELY UNDERTAKE THE ASSIGNMENT OF RE-EXAMINING THEIR CURRICULA WITH THE ULTIMATE OBJECTIVE OF "STREAMLINING" THEIR OFFERINGS IN KEEPING WITH THE "EDUCATIONAL EVOLUTION" REFERRED TO PREVIOUSLY.**

The proliferation of course offerings, the inclusion of "highly specialized" courses in a curriculum, the reluctance to discontinue offering courses for which the demand is very limited and the traditional tendency to require long periods of formal faculty-student class contacts, add appreciably to instructional expense. Since the procurement of qualified faculty is going to get increasingly more difficult as enrollments grow and additional staff is required and the overall educational cost will undoubtedly continue to rise, it behooves all academic college administrators to direct their energies towards a thorough study of present curricular offerings. Such studies as ascertaining the degree of overlapping among courses within departments and among related departments, determining whether the content justifies each course as part of the degree program and appraising the advisability of reducing the total number of courses and credits offered and the number required of majors, should provide the basis for the type of analysis recommended. Improvement of faculty salaries and maximum utilization of the educational dollar is going to require constant program evaluations and adjustments in line with sound academic excellence. Unless the faculties undertake this kind of project, further curricular changes may detract from The University of Akron's guiding principle of building its program to meet the test of being academically sound and financially feasible.

9. IT IS RECOMMENDED THAT THE UNIVERSITY COUNCIL BE REDUCED IN SIZE AND PROVIDE FOR FACULTY REPRESENTATION IN ACCORDANCE WITH THE PRINCIPLES ENUNCIATED BELOW:

   a. That the total membership range between 15% and 20% of the University full-time faculty.
   b. That provisions be made whereby each of the college faculties *elect* representation - *one* elected representative for each *ten* full-time faculty members on a rotation basis.
   c. That the deans of the various colleges be members of the Council.
   d. That the President appoint *four* members from the general faculty.
   e. That the elected representation in the Buchtel College of Liberal Arts include at least *one* faculty member from each of the three Divisions.
   f. That the Dean of Administration, Financial Vice-President, Dean of the Evening and Adult Education Division and Librarian be ex-officio members of the Council.
   g. That the minimum faculty rank for membership be that of Assistant Professor.
   h. That tenure be a further qualification for membership.
   i. That the term of elected membership be three years with a third of this membership being elected each year.
   j. That a plan embodying these principles be consummated by September 1, 1959.

The University Council, as now constituted, appears to be too large to operate most effectively and is not as representative of the faculty as it should be. A reconstructed Council as outlined above would presumably offer more different faculty members the opportunity to take an active part in University affairs, particularly if the plan would provide for a rotation of elected representatives.

10. IT IS RECOMMENDED THAT A COMMITTEE BE APPOINTED IMMEDIATELY TO OUTLINE TWO YEAR PROGRAMS OF STUDY IN THE TECHNICAL, BUSINESS AND LIBERAL ARTS AREAS FOR IMPLEMENTATION BY SEPTEMBER 1, 1959.

Surveys conducted informally in the Akron area, through its large and small businesses and industries, and formally through the existing Community College student body, revealed a need and interest for educational programs of less than degree status. There seems to be a growing feeling among industrial personnel persons that many engineers could be re-assigned to truly engineering functions if their present routine tasks could be re-assigned to technicians. Although there was less enthusiasm for this type of person in the fields of business and liberal arts, some serious concern was expressed over the failure on the part of many students to complete their degree programs. Drop-outs are occurring at varying intervals between the first and third years for a variety of reasons. Many students lack the ability, stamina, interest or finances to achieve a degree but would persist if a program of less than degree length could be offered. Therefore, judgment rules that The University of Akron should take the leadership in the establishment of these curricula in the Akron area.

11. IT IS RECOMMENDED THAT A DEAN OF THE GENERAL COLLEGE BE APPOINTED BY SEPTEMBER 1, 1959, TO ADMINISTER THE FIRST TWO YEARS OF STUDY OF ALL STUDENTS AT THE UNIVERSITY OF AKRON.

The General College was established in September, 1935 and is under the jurisdiction of the faculty Committee on the General College, whose policies are administered by the Director of Student Personnel. All students who attend the University with less than two years previous college experience are admitted to the General College. The stated objectives of the General College are twofold:

1. To furnish a general cultural education for
    a. Students who plan to enter an upper college and obtain an academic degree and
    b. Students who desire approximately two years of general education.
2. To furnish pre-professional or terminal courses of an occupational nature for students who do not plan to enter an upper college.

Since the organization of the General College, the University has experienced pronounced growth to the point where approximately 2/3 of its total enrollment is now in General College. With the development of the new General Studies courses and their major integration into the General College program, the scope of this phase of university operation has been substantially expanded. As noted in objective #2 above, this was also meant to be the administrative center for the terminal programs. The proposed addition of these curricula will add further responsibilities to the present General College administrative structure. Therefore, because of the evolvement of this area of operation into one of considerable educational significance and also because the extent of its student body has outmoded the Committee type of policy formulation and administration, it seems urgent that the General College take its rightful place along the other University colleges under the leadership of a principal academic officer whose specific duties should be delineated by the President.

12. IT IS RECOMMENDED THAT THE COUNSELING AND ADVISEMENT OF ALL STUDENTS IN THE GENERAL COLLEGE BE ACCOMPLISHED BY THE STUDENT PERSONNEL OFFICE AND THAT THE VARIOUS COLLEGE FACULTIES BE CALLED UPON TO PROVIDE ASSISTANCE IN SPECIALIZED AREAS AS THE NEED ARISES.

An effective centralized student personnel office has been in existence at The University of Akron for several years. In keeping with good practice and the growing trend in the field, one of its principal functions is to counsel and advise General College students in preparation for their promotion to an upper college. In the past, some deviations from this procedure have been apparent resulting in inconsistencies among the various colleges. Since there is no sound reason why a uniform pre-upper college counseling system should fail to be effective for some students and yet prove beneficial to the majority and since upper college faculty members are available for specialized student advisement, adherence to a University-wide General College counseling and advisement system is urged.

13. IT IS RECOMMENDED THAT THE UNIVERSITY LIBRARY COMMITTEE BE REORGANIZED AS AN ADVISORY GROUP CONSISTING OF FIVE FACULTY MEMBERS, TWO ADMINISTRATIVE OFFICIALS AND THE LIBRARIAN. THESE APPOINTMENTS SHOULD BE FOR A MAXIMUM OF TWO YEARS, SUBJECT TO RENEWAL, BUT NO MEMBER'S TERM SHOULD EXCEED FOUR YEARS OF CONSECUTIVE SERVICE.

Although, as mentioned previously, effort should be made to reduce the number of committee assignments for faculty members, there is every justification for this particular proposal. Appointments to the Library Committee should be based on the ability and personal interest of the members to devote attention to it. Since the impetus to use the library services rightly comes from the faculty, it is logical to assume that their interest in its relationship to the educational programs of the various colleges requires an active association with the University Library. There is no question but that administrative officials must also take an active part in the University role of the library. For this reason, the character of the Committee as recommended appears to be an equitable and effective distribution of personnel.

14. IT IS RECOMMENDED THAT THE UNIVERSITY LIBRARY BE OPEN ON SATURDAYS BEGINNING NO LATER THAN SEPTEMBER 1, 1959.

At present, Saturday classes are infrequent but the increased enrollment anticipated is going to necessitate scheduling more offerings on this day. The fact that The University of Akron has primarily a five day academic week does not detract from the need to provide library services on the sixth day. As a matter of fact this condition may tend to contribute to considerable Saturday activity since University students are thereby free to devote more time in the library. Therefore, funds and personnel should be made available to permit the University to extend its library services as indicated.

15. IT IS RECOMMENDED THAT A STUDY BE UNDERTAKEN IMMEDIATELY TO EXAMINE THE POSSIBILITIES OF EXPANDING THE PRESENT LIBRARY FACILITIES BY REPLACING THE OLD SECTION OF THE BUILDING WITH A MORE MODERN AND EFFICIENT STRUCTURE.

The inadequacies of the present facilities to provide appropriate library services for present and future student enrollments has been discussed in the body of this report. Suffice it to say, in summary, that the crowded stacks, the inefficient placement of books caused by lack of space, the limited reading seats available, the scarcity of individual tables or desks on hand for individual study and the inability of the existing facilities to provide a learning atmosphere commensurate with the University's future projected role in education, are valid stimulants to positive action in favor of a new library building.

16. IT IS RECOMMENDED THAT THE UNIVERSITY LIBRARIAN REACTIVATE THE FORMER DISCUSSIONS WITH OTHER COLLEGE LIBRARIANS LEADING TO INTER-UNIVERSITY LIBRARY COOPERATION.

The University of Akron would have much to gain by encouraging ultimate affiliation with other Ohio college and university libraries in the construction and development of a depository library. This kind of cooperation would help considerably in relieving the load on the University shelves. Joint participation by a number of academic and research libraries could result in union lists of serials, making possible the inter-lending of periodicals and reducing the necessity for much duplication, union catalogs of various kinds, inter-library loan agreements and agreements to specialize in certain subject fields.

17. IT IS RECOMMENDED THAT AN ORDER LIBRARIAN BE ADDED TO THE LIBRARY STAFF BY SEPTEMBER, 1961.

As presently staffed, the functions regularly assigned to an Order Librarian, are performed by the Librarian or clerical staff members who are not fully qualified to serve in this capacity. The growing responsibilities of the Librarian are limiting her availability for this task. General clerical duties are also increasing. The end result is that the normal functions of an Order Librarian are now distributed among several of the library staff to be accomplished when time permits. This is obviously not an administratively sound procedure as further evidenced by the fact that most libraries serving a student body considerably smaller than that at The University of Akron, have full-time professional Order Librarians.

18. IT IS RECOMMENDED THAT THE FISCAL OPERATIONS OF THE UNIVERSITY CONFORM TO THE ACADEMIC YEAR.

The large majority of colleges and universities use the academic year as the basis for setting the fiscal year. The calendar year runs contrary to all other phases of University operation. Changing the fiscal year period to coincide with the academic year would make it easier to provide appropriate data covering an academic period for use in internal interpretations and for more meaningful comparisons with other institutions.

19. IT IS RECOMMENDED THAT THE UNIVERSITY OF AKRON ESTABLISH AS ITS GOAL THE DOUBLING OF AVERAGE FACULTY SALARIES BY 1970.

Since the national trend of increasing student enrollments accompanied by a shortage of qualified faculty is also anticipated for The University of Akron, and since all the evidence upholds the principle that remuneration for the faculty must be brought in line with other comparable professions and business and industry, it follows that The University of Akron must attempt to achieve the above objective. One of the outstanding statements supporting this position is succinctly expressed by President Eisenhower's Committee on Education Beyond the High School in The Second Report to the President (1957).

> "the absolute highest priority in the use of available funds (should) be given to raising faculty salaries, with the goal of doubling the average level within 5 to 10 years...."

In adopting this national principle to the local situation, realistically it appears that The University of Akron should at least achieve this goal by 1970. .

20. IT IS RECOMMENDED THAT EVERY EFFORT BE EXERTED TO SCHEDULE CLASSES SO THAT EFFICIENT FACILITIES UTILIZATION WILL BE REFLECTED DURING ALL REGULAR HOURS OF THE DAY.

A recent study of facilities utilization by class hours revealed that general classroom use fell between 6% and 54% during the above hours. Largely because of this condition, the overall use of general classrooms averaged about 35% in the daytime and 48% in the evening. Instructional laboratories and other irregular classrooms such as music rooms, ROTC classrooms and game areas in the gymnasium are used 1/4 of the periods during the day and 4.4% in the evenings.

Although it is obvious that 100% instructional facilities utilization cannot be accomplished, the figures quoted reveal that greater care should be taken to improve the scheduling of classes in existing facilities at hours previously considered unpopular to both faculty and students. An adjustment to increased offerings at 8:00 a.m., 12 noon, 2:00 p.m., 3:00 p.m., 4:00 p.m., 5:00 p.m. and 8:20 p.m. would improve class distributions as well as prepare the way for more efficient course listings to help accommodate a growing student body.

21. IT IS RECOMMENDED THAT THE EVENING CREDIT PROGRAM OF STUDY BE OFFICIALLY DESIGNATED AS THE EVENING COLLEGE.

Historically, the evening program at The University of Akron dates back to 1916. Within the past several years, the credit course offerings in this growing program began to be referred to as the Evening College while the short term, non-credit courses became associated with the designation of Community College.

Inasmuch as the term Evening College has not been officially assigned to the evening credit program, but such a designation would be appropriate and fitting, it seems proper to confirm this title of EVENING COLLEGE officially through the Board of Directors.

NOTE:

Further proposed administrative re-alignments and adjustments in the Evening and Adult Education Division are under consideration. They will be presented at a later date.

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APPENDIX A

Tables

Table #1

BIRTHS IN OHIO, SUMMIT COUNTY AND AKRON, 1937-1957

YEAR	OHIO	SUMMIT COUNTY		AKRON		
		Total	% of State	Total	% of State	% of Summit Co.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1937	107,797	5,095	4.73	4,152	3.85	81.49
1938	112,988	5,236	4.63	4,215	3.73	80.50
1939	109,271	5,192	4.75	4,247	3.89	81.80
1940	114,895	5,262	4.58	4,318	3.76	82.06
1941	122,456	5,942	4.85	4,998	4.08	84.11
1942	143,610	7,456	5.19	6,468	4.50	86.75
1943	143,094	7,590	5.30	6.606	4.62	87.04
1944	132,530	7,264	5.48	5,085	3.84	70.00
1945	131,907	7,731	5.86	5,510	4.18	71.27
1946	169,645	10,114	5.96	7,324	4.32	72.41
1947	197,296	11,911	6.03	8,455	4.29	70.98
1948	185,799	10,624	5.72	7,437	4.00	70.00
1949	189,087	10,514	5.56	7,294	3.86	69.37
1950	185,880	10,146	5.46	6,908	3.72	68.09
1951	199,429	10,586	5.31	6,941	3.48	65.57
1952	206,779	11,487	5.55	7,448	3.60	64.84
1953	210,727	11,492	5.46	7,454	3.54	64.86
1954	222,266	11,913	5.36	8,071	3.63	67.75
1955	222,689	11,812	5.30	7,397	3.32	62.62
1956	234,517	12,308	5.25	7,507	3.20	60.99
1957	*236,000	12,751	*5.40	7,214	*3.05	56.58

* Estimated

Base figures: "Births, Deaths and Deaths from Selected Causes," Ohio Department of Health, Division of Vital Statistics 1957.

Table #2

POPULATION STATISTICS FOR OHIO, SUMMIT COUNTY AND AKRON, 1950-1975

YEAR (1)	OHIO (2)	SUMMIT COUNTY % of State (3)	SUMMIT COUNTY Total (4)	AKRON % of State (5)	AKRON Total (6)	AKRON % of Summit Co. (7)
1950	7,908,250	5.18	410,032	3.46	273,710	66.75
1955	8,946,000	5.07	454,000	3.31	296,000	65.20
1957	9,258,160	5.19	480,290	3.23	299,069	62.27
*1960	10,035,000	5.44	546,200	3.16	317,000	58.04
*1965	11,109,000	5.50	612,000	3.05	339,000	55.39
*1970	12,258,000	5.43	665,000	2.95	362,000	54.44
*1975	12,300,000	5.99	737,000	3.43	388,000	52.65

* Predicted

Base figures: United States Bureau of Census and Akron Chamber of Commerce

COLLEGE AGE GROUP (18 THROUGH 21)

AKRON

	18		19		20		21				
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)	% of College Age of State (11)	% of College Age of County (12)
1955	3,895	25.16	3,791	24.49	3,835	24.77	3,959	25.57	15,480	4.1	80.74
1956	3,954	25.59	3,890	25.17	3,783	24.48	3,827	24.76	15,454	3.9	80.78
1957	3,984	25.55	3,949	25.55	3,882	24.90	3,775	24.21	15,590	3.9	81.03
1958	4,050	25.56	3,979	25.11	3,941	24.87	3,874	24.45	15,844	3.8	81.88
1959	4,680	28.18	4,046	24.32	3,971	23.87	3,933	23.64	16,638	3.8	82.19
1960	6,067	32.36	4,683	24.98	4,037	21.53	3,962	21.13	18,749	4.1	83.98
1961	6,195	29.56	6,061	28.92	4,673	22.30	4,029	19.22	20,959	4.2	85.30
1962	4,770	22.01	6,190	28.56	6,048	27.91	4,663	21.52	21,671	4.2	81.96
1963	5,168	23.34	4.765	21.52	6,177	27.89	6,035	27.25	22,145	4.3	76.07
1964	6,870	29.93	5,163	22.50	4,754	20.71	6,163	26.85	22,950	4.0	75.00
1965	7,931	32.12	6,863	27.80	5,152	20.87	4,744	19.21	24,690	4.2	71.25

Base Figures: Arrived at By Aging Births as per Survival Percentage.

Table #3

COLLEGE AGE GROUP (18 THROUGH 21)

AKRON

	18		19		20		21				
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)	% of College Age of State (11)	% of College Age of County (12)
1966	6,976	25.95	7,922	29.46	6,848	25.47	5,141	19.12	26,889	4.2	71.14
1967	6,842	23.97	6,968	24.41	7,905	27.69	6,833	23.94	28,548	4.1	70.68
1968	6,480	23.01	6,834	24.27	6,954	24.70	7,889	28.02	28,157	4.0	69.67
1969	6,511	24.35	6,473	24.20	6,820	25.56	6,939	25.95	26,743	3.8	68.27
1970	6,986	26.11	6,504	24.31	6,459	24.14	6,805	25.44	26,754	3.7	66.90
1971	6,992	25.99	6,979	25.94	6,490	24.12	6,445	23.95	26,906	3.6	65.78
1972	7,571	27.05	6,984	24.95	6,963	24.87	6,476	23.13	27.994	3.6	65.78
1973	6,938	24.41	7,563	26.61	6,969	24.52	6,949	24.45	28,419	3.2	65.03
1974	7,042	24.73	6,931	24.34	7,546	26.50	6,955	24.43	28,474	3.4	64.02

Base Figures: Arrived at By Aging Births as per Survival Percentage.

Table #3
(cont.)

COLLEGE AGE GROUP (18 THROUGH 21)

SUMMIT COUNTY

	18		19		20		21			
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)	% of College Age of State (11)
1955	4,779	24.93	4,700	24.51	4,768	24.87	4,926	25.69	19,173	5.0
1956	4,911	25.67	4,774	24.95	4,690	24.51	4,757	24.86	19,132	4.8
1957	4,890	25.42	4,906	25.50	4,764	24.76	4,680	24.32	19,240	4.7
1958	4,936	25.51	4,765	24.62	4,896	25.30	4,754	24.64	19,351	4.7
1959	5,574	27.53	4,930	24.35	4,855	23.98	4,885	24.13	20,244	4.7
1960	6,994	31.33	5,568	24.94	4,920	22.04	4,844	21.70	22,326	4.8
1961	7,119	28.97	6,986	28.43	5,556	22.61	4,909	19.98	24,570	5.0
1962	6,814	25.77	7,112	26.90	6,971	26.36	5,544	20.97	26,441	5.2
1963	7,252	25.80	6,806	24.21	7,097	25.25	6,956	24.74	28,111	5.4
1964	9,487	31.00	7,244	23.67	6,792	22.19	7,081	23.14	30,604	5.6
1965	11,173	32.24	9,477	27.35	7,228	20.86	6,777	19.56	34,655	5.9

Base Figures: Arrived at By Aging Births as per Survival Percentage.

Table #4

Table #4
(cont.)

COLLEGE AGE GROUP (18 THROUGH 21)

SUMMIT COUNTY

	18		19		20		21			
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)	% of College Age of State (11)
1966	9,965	26.37	11,161	29.53	9,457	25.02	7,213	19.08	37,796	5.9
1967	9,862	24.42	9,955	24.65	11,137	27.57	9,436	23.36	40,390	5.8
1968	9,517	23.55	9,852	24.38	9,933	24.58	11,113	27.50	40,415	5.7
1969	9,930	25.34	9,507	24.26	9,831	25.09	9,912	25.30	39,180	5.5
1970	10,775	26.94	9,919	24.80	9,487	23.72	9,810	24.53	39,991	5.4
1971	10,779	26.35	10,763	26.31	9,898	24.20	9,466	23.14	40,906	5.4
1972	11,174	26.26	10,768	25.30	10,740	25.24	9,877	23.21	42,559	5.4
1973	11,080	25.35	11,162	25.54	10,745	24.59	10,717	24.52	43,704	5.4
1974	11,545	25.96	11,068	24.89	11,139	25.05	10,722	24.11	44,474	5.3

Base Figures: Arrived at By Aging Births as per Survival Percentage.

COLLEGE AGE GROUP (18 THROUGH 21)

OHIO

	18		19		20		21		
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)
1955	100,906	26.16	97,170	25.17	94,531	24.49	93,393	24.20	386,000
1956	105,682	26.57	100,799	25.34	96,962	24.38	94,329	23.71	397,772
1957	102,497	25.28	105,569	26.04	100,584	24.81	96,755	23.87	405,405
1958	107,554	25.88	102,388	24.63	105,344	25.34	100,368	24.15	415,654
1959	118,141	27.29	107,439	24.82	102,169	23.60	105,118	24.28	432,867
1960	135,379	29.27	118,015	25.51	107,210	23.18	101,951	22.04	462,555
1961	135,154	27.30	135,234	27.31	117,763	23.78	106,981	21.61	495,132
1962	125,315	24.44	135,010	26.33	134,946	26.32	117,511	22.92	512,782
1963	124,281	23.95	125,181	24.13	134,721	25.97	134,657	25.95	518,840
1964	159,085	29.32	124,149	22.88	124,914	23.02	134,433	24.78	542,581
1965	185,078	31.24	158,915	26.82	123,884	20.91	124,647	21.04	592,524

Base Figures: Thompson, College Age Population Trends

Table #5

COLLEGE AGE GROUP (18 THROUGH 21)

OHIO

	18		19		20		21		
Year (1)	Total (2)	% of Total College Age (3)	Total (4)	% of Total College Age (5)	Total (6)	% of Total College Age (7)	Total (8)	% of Total College Age (9)	Total College Age (10)
1966	174,799	27.23	184,880	28.80	158,576	24.71	123,619	19.26	641,874
1967	177,683	25.57	174,613	25.12	184,486	26.54	158,237	22.77	695,019
1968	174,362	24.55	177,494	24.99	174,240	24.53	184,091	25.92	710,187
1969	187,693	26.33	174,176	24.43	177,115	24.85	173,867	24.39	712,851
1970	193,959	26.50	187,493	25.61	173,804	23.74	176,736	24.14	731,992
1971	197,662	26.31	193,752	25.79	186,466	24.82	173,426	23.08	751,306
1972	208,486	26.55	197,451	25.14	193,338	24.62	186,067	23.69	785,342
1973	208,882	25.88	208,263	25.80	197,030	24.41	192,925	23.90	807,100
1974	219,977	26.41	208,660	25.05	207,819	24.95	196,608	23.60	833,064

Base Figures: Thompson, College Age Population Trends

Table #5
(cont.)

Table #6

JUNE TWELFTH GRADE PUBLIC SCHOOL ENROLLMENT IN OHIO, SUMMIT COUNTY, AND AKRON PUBLIC SCHOOLS
(Excluding Hower)
1955 - 1974

Year (1)	Ohio (2)	SUMMIT COUNTY Barberton (3)	Cuya. Falls (4)	Others in County (5)	Total County (6)	% of State (7)	AKRON (EXCLUDING HOWER) Total (8)	% of County (9)	% of State (10)
1955	64,955	270	273	924	3126	4.81	1659	53.07	2.55
1956	69,501	258	315	919	3504	5.04	2012	57.42	2.89
1957	69,369	232	385	895	3417	4.93	1905	55.75	2.75
1958	74,139	245	300	991	3474	4.69	1938	55.79	2.61
1959	78,817	314	365	1196	3906	4.96	2031	52.00	2.58
1960	85,611	328	505	1486	4641	5.42	2322	50.03	2.71
1961	87,611	326	474	1608	4726	5.39	2318	49.05	2.66
1962	83,171	281	491	1808	4791	5.76	2211	46.15	2.66
1963	82,287	263	497	2004	5059	6.15	2295	45.36	2.79
1964	96,851	360	660	2270	5985	6.18	2695	45.03	2.78
1965	114,378	410	861	2676	7148	6.25	3201	44.78	2.80
1966	111,514	391	949	2625	6926	5.58	2961	36.32	2.03
1967	114,373	314	914	2561	6687	5.85	2898	43.34	2.53
1968	113,699	345	856	2239	6020	5.29	2580	42.86	2.27
1969	111,577	344	954	2639	6876	6.16	2939	42.74	2.63
1970	119,918	392	1095	3008	7856	6.55	3361	42.78	2.80
1971	124,337		1195				3231		
1972	126,711		1267				3542		
1973	133,651		1598				3067		
1974	133,903		1688				3079		

Base Figures: Offices of Appropriate School Superintendents.

Table #7

THE UNIVERSITY OF AKRON
CREDIT ENROLLMENT
DAY AND EVENING - FALL SEMESTER
1937 - 1957

YEAR	DAY		EVENING		TOTAL
	Enrollment	% of Total	Enrollment	% of Total	
(1)	(2)	(3)	(4)	(5)	(6)
1937	1400	46.48	1612	53.52	3012
1938	1581	52.96	1404	47.03	2985
1939	1640	52.89	1461	47.11	3101
1940	1763	53.51	1532	46.49	3295
1941	1608	47.11	1805	52.89	3413
1942	1483	52.81	1325	47.19	2808
1943	858	42.10	1180	57.90	2038
1944	943	41.58	1325	58.42	2268
1945	1183	49.54	1205	50.46	2388
1946	3202	65.55	1683	34.45	4885
1947	3180	63.75	1808	36.25	4988
1948	2908	62.23	1765	37.77	4673
1949	2722	58.82	1906	41.18	4628
1950	2202	57.00	1661	43.00	3863
1951	1992	54.23	1681	45.77	3673
1952	1925	54.52	1606	45.48	3531
1953	2114	53.63	1828	46.37	3942
1954	2307	54.30	1942	45.70	4249
1955	2490	53.30	2182	46.70	4672
1956	2552	51.52	2401	48.48	4953
1957	2492	50.81	2413	49.19	4905

Base Figures: Official Records of The University of Akron Registrar

Table #8

THE UNIVERSITY OF AKRON
CREDIT DAY ENROLLMENT
BY COLLEGES, 1955 - 1957

	1955		1956		1957	
Colleges (1)	Number (2)	% of Total (3)	Number (4)	% of Total (5)	Number (6)	% of Total (7)
General College	1397	56.10	1373	53.81	1326	53.21
Pre-Clinical Nurses	156	6.27	178	6.97	153	6.14
College of Liberal Arts	205	8.23	193	7.56	168	6.74
College of Engineering	240	9.64	262	10.27	309	12.40
College of Education	349	14.02	377	14.77	354	14.21
College of Business Administration	143	5.74	169	6.62	182	7.30
TOTAL	2490		2552		2492	

Base Figures: Office of The University of Akron Registrar

Table #9

THE UNIVERSITY OF AKRON
HIGH SCHOOL SOURCES OF ACTUAL TOTAL DAY ENROLLMENT
1955 - 1957
(INCLUDING HOWER)

	1955		1956		1957	
High Schools (1)	Number (2)	% of Total (3)	Number (4)	% of Total (5)	Number (6)	% of Total (7)
Akron Public High Schools	1432	57.51	1459	57.17	1395	55.98
Parochial High Schools	234	9.40	232	9.09	283	11.36
Old Trail High School	7	.28	6	.24	3	.12
Barberton High School	78	3.13	64	2.51	65	2.61
Cuyahoga Falls High School	60	2.41	58	2.27	74	2.97
Summit County High Schools	218	8.76	226	8.86	198	7.95
Other Ohio High Schools	269	10.80	304	11.91	310	12.44
Out of State High Schools	155	6.22	168	6.58	145	5.82
Outside U. S. A.	20	.80	18	.71	19	.76
No Information	17	.68	17	.67	0	
TOTAL	2490		2552		2492	

Base Figures: Official Records of The University of Akron Registrar

Table #10

THE UNIVERSITY OF AKRON
AGES OF ACTUAL FRESHMAN AND TOTAL DAY ENROLLMENT
1955 - 1957

AGE (1)	1955 New Freshmen (2)	Others (3)	Total (4)	% of Total Enrollment (5)	1956 New Freshmen (6)	Others (7)	Total (8)	% of Total Enrollment (9)	1957 New Freshmen (10)	Others (11)	Total (12)	% of Total Enrollment (13)
17	28	6	34	1.37	24	5	29	1.14	23	6	29	1.16
18	404	169	573	23.01	484	173	657	25.74	412	138	550	22.07
19	101	319	420	16.87	91	336	427	16.73	100	352	452	18.14
20	27	299	326	13.09	25	278	303	11.87	25	322	347	13.92
21	19	254	273	10.96	19	247	266	10.42	21	250	271	10.87
Over 21	152	698	850	34.14	93	764	857	33.58	82	761	843	33.83
TOTAL	735	1755	2490		736	1816	2552		663	1829	2492	

Base Figures: Official Records of The University of Akron Registrar.

THE UNIVERSITY OF AKRON
PLACE OF BIRTH OF ACTUAL FRESHMAN AND TOTAL DAY ENROLLMENT
1955 - 1957

PLACE OF BIRTH (1)	1955				1956				1957			
	New Freshmen (2)	Others (3)	Total (4)	% of Total Enrollment (5)	New Freshmen (6)	Others (7)	Total (8)	% of Total Enrollment (9)	New Freshmen (10)	Others (11)	Total (12)	% of Total Enrollment (13)
Akron	448	1047	1495	60.04	454	1045	1499	58.74	396	1069	1465	58.79
Summit County	46	90	136	5.46	37	88	125	4.90	38	84	122	4.90
Ohio	97	276	373	14.98	94	295	389	15.24	95	307	402	16.13
Other States	129	298	427	17.15	136	331	467	18.30	121	336	457	18.34
Outside U.S.A.	13	34	47	1.90	15	42	55	2.16	13	33	46	1.85
No Record	2	10	12	.48	0	17	17	.67	0	0	0	
TOTAL	735	1755	2490		736	1816	2552		663	1829	2492	

Base Figures: Official Records of The University of Akron Registrar.

Table #11

Table #12

THE UNIVERSITY OF AKRON
HIGH SCHOOL SOURCES OF ACTUAL FRESHMAN ENROLLMENT
1955 - 1957

	1955		1956		1957	
High Schools (1)	Number (2)	% of Total (3)	Number (4)	% of Total (5)	Number (6)	% of Total (7)
Akron Public High Schools	431	58.64	459	62.36	378	57.01
Akron Parochial High Schools	79	10.75	88	11.96	96	14.48
Old Trail High School	2	.27	0		0	
Barberton High School	22	2.99	18	2.45	23	3.47
Cuyahoga Falls High School	14	1.90	13	1.77	22	3.32
Summit County High Schools	81	11.02	69	9.38	40	6.03
Outside Summit County	106	14.42	89	12.09	104	15.69
TOTALS	735		736		663	

Base Figures: Official Records of The University of Akron Registrar

Table #13

THE UNIVERSITY OF AKRON
HIGH SCHOOL SOURCES OF ACTUAL FRESHMAN ENROLLMENT, BY INDIVIDUAL SCHOOLS
1955 - 1957

	1955		1956		1957	
High Schools (1)	Number (2)	% of Total (3)	Number (4)	% of Total (5)	Number (6)	% of Total (7)
Akron						
Buchtel	77	10.47	103	14.00	99	14.93
Central	53	7.21	49	6.66	40	6.03
East	67	9.12	43	5.84	43	6.49
Ellet	22	3.00	36	4.89	21	3.17
Garfield	77	10.47	76	10.33	60	9.05
Hoban	0		0		19	2.87
Hower	13	1.77	14	1.90	2	.30
Kenmore	39	5.31	46	6.25	46	6.94
Night	1	.14	1	.14	2	.30
North	37	5.03	57	7.74	34	5.13
Old Trail	2	.27	0		0	
Our Lady of Elms	5	.68	11	1.50	5	.75
St. Mary	18	2.45	30	4.07	23	3.47
St. Vincent	56	7.62	47	6.39	49	7.40
South	41	5.58	30	4.07	28	4.22
West	4	.54	4	.54	3	.45
Barberton	22	3.00	18	2.45	23	3.47
Cuyahoga Falls	14	1.90	13	1.77	22	3.32
Summit County	81	11.02	69	9.38	40	6.03
Others	106	14.42	89	12.10	104	15.68
Freshman Class Totals	735		736		663	

Base Figures: Official Records of The University of Akron Registrar

Table #14

THE UNIVERSITY OF AKRON
HIGH SCHOOL GRADUATES: SOURCES FOR DAY FRESHMAN ENROLLMENT
1955 - 1957

High Schools (1)	1955 No. of Grads. (2)	Enroll. (3)	1956 No. of Grads. (4)	Enroll. (5)	1957 No. of Grads. (6)	Enroll. (7)
Akron Public Schools Buchtel	279	70 (77)	359	92 (103)	351	87 (99)
Central	210	43 (53)	245	38 (49)	238	29 (40)
East	226	48 (67)	244	34 (43)	210	37 (43)
Ellet	129	19 (22)	163	30 (36)	145	17 (21)
Garfield	260	62 (77)	354	63 (76)	282	49 (60)
Hower	152	9 (13)	157	6 (14)	158	2 (2)
Kenmore	193	32 (39)	189	39 (46)	194	38 (46)
Night	39	0 (1)	40	1 (1)	58	0 (2)
North	183	31 (37)	213	43 (57)	149	26 (34)
South	155	25 (41)	184	24 (30)	178	23 (28)
West	4	0 (4)	4	0 (4)	3	0 (3)
Total	1830	339 (431)	2152	370 (459)	1966	308 (380)
Old Trail	29	2 (2)	21	0 (0)	21	0 (0)
Akron Parochial Hoban	0	0 (0)	0	0 (0)	85	19 (19)
Our Lady of the Elms	25	4 (5)	36	10 (11)	35	3 (5)
St. Mary	130	14 (18)	144	24 (30)	157	20 (23)
St. Vincent	202	46 (56)	177	40 (47)	170	43 (49)
Total	357	64 (79)	357	74 (88)	447	85 (96)
Barberton	270	17 (22)	258	14 (18)	232	16 (23)
Cuyahoga Falls	268	7 (14)	300	11 (13)	374	20 (22)
Others - Summit County	753	51 (81)	851	57 (69)	835	34 (40)
Others - Outside S. C.	0	45 (106)	0	51 (89)	0	45 (104)

( ) Indicates total University of Akron Freshman classes from each specified school

Base Figures: Official Records of The University of Akron Registrar and Offices of Appropriate School Superintendents

Table #15

THE UNIVERSITY OF AKRON
STUDENT CREDIT HOURS, BY COLLEGES, OF TOTAL ENROLLMENT
1955 - 1957

Day Session (1)	1955 No. of Students (2)	1955 Credit Hours (3)	1956 No. of Students (4)	1956 Credit Hours (5)	1957 No. of Students (6)	1957 Credit Hours (7)
*General College	1,553	22,412.0	1,551	22,630.5	1,479	21,310.5
College of Lib. Arts.	205	2,951.5	193	2,838.5	168	2,334.0
**College of Engineering	240	3,136.5	262	3,470.5	309	3,961.0
College of Education	349	5,128.5	377	5,434.0	354	4,916.0
College of Bus. Admin.	143	2,140.0	169	2,527.0	182	2,661.5
Totals	2,490	35,768.5	2,552	36,900.5	2,492	35,183.0

* Includes Pre-Clinical Nurses

** Includes Pre-Engineering Students

Evening Program (1)	1955 No. of Students (2)	1955 Credit Hours (3)	1956 No. of Students (4)	1956 Credit Hours (5)	1957 No. of Students (6)	1957 Credit Hours (7)
Totals	2,182	9,617	2,401	10,084	2,413	10,617.2

Source: Official Records of The University of Akron Registrar

APPENDIX B

Day Enrollment Table

Enrollment Graphs

Table #15

THE UNIVERSITY OF AKRON
FRESHMAN ENROLLMENT PROJECTIONS
1958 - 1970
(DAY)

YEAR	FORMULAS			
	#1	#2	#3	#4
(1)	(2)	(3)	(4)	(5)
1958	628	686	646	646
1959	673	721	736	906
1960	765	823	882	1115
1961	790	863	931	1197
1962	773	883	977	1277
1963	812	956	1065	1413
1964	933	1135	1271	1721
1965	1072	1352	1526	2107
1966	1020	1316	1522	2128
1967	998	1325	1520	2147
1968	906	1227	1422	2023
1969	1015	1382	1642	2373
1970	1133	1553	1900	2686

Base figures: Official Records of The University of Akron Registrar.
Projections arrived at using special U. of A. formula.

THE UNIVERSITY OF AKRON
TOTAL ENROLLMENT PROJECTIONS
1958 - 1970
(DAY)

YEAR (1)	FORMULAS #1 (2)	#2 (3)	#3 (4)	#4 (5)
1958	2442	2500	2460	2460
1959	2396	2494	2465	2645
1960	2435	2563	2621	2998
1961	2547	2739	2856	3464
1962	2667	2910	3144	4013
1963	2791	3140	3437	4464
1964	2952	3435	3799	5025
1965	3213	3880	4343	5857
1966	3415	4243	4805	6583
1967	3570	4558	5192	7210
1968	3533	4622	5305	7448
1969	3501	4640	5437	7727
1970	3615	4397	5797	8248

Base Figures: Official Records of The University of Akron Registrar.
Projections arrived at using special U. of A. formula.

Table #18

THE UNIVERSITY OF AKRON
TOTAL ENROLLMENT PROJECTIONS
1958 - 1970
(EVENING)

YEAR	FORMULAS							
	#1		#2		#3		#4	
	A	B	A	B	A	B	A	B
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1958	2198	2320	2250	2375	2214	2337	2214	2337
1959	2156	2276	2245	2369	2219	2342	2381	2513
1960	2192	2313	2307	2435	2359	2490	2698	2848
1961	2292	2426	2465	2602	2570	2713	3118	3291
1962	2400	2534	2619	2765	2830	2987	3612	3812
1963	2512	2651	2826	2983	3093	3265	4018	4241
1964	2657	2804	3092	3263	3419	3609	4523	4774
1965	2892	3052	3492	3686	3909	4126	5271	5564
1966	3074	3244	3819	4031	4325	4565	5925	6254
1967	2856	3392	4102	4330	4673	4932	6489	6850
1968	3180	3356	4160	4391	4773	5040	6703	7076
1969	3151	3320	4176	4408	4893	5165	6954	7341
1970	3254	3434	4407	4652	5217	5507	7423	7836

Base Figures: Official Records of The University of Akron Registrar.
Projections arrived at using special U. of A. formula.

Note: A - 90% of day enrollment projections
B - 95% of day enrollment projections

Table #19

THE UNIVERSITY OF AKRON
FRESHMAN AND TOTAL DAY ENROLLMENT

ACTUAL			PROJECTED								
				FORMULAS							
				#1		#2		#3		#4	
Year (1)	Freshmen (2)	Total (3)	Year (4)	Freshmen (5)	Total (6)	Freshmen (7)	Total (8)	Freshmen (9)	Total (10)	Freshmen (11)	Total (12)
1942	427	1483	1958	628	2442	686	2500	646	2460	646	2460
1943	315	858	1959	673	2396	721	2494	736	2465	906	2645
1944	351	943	1960	765	2435	823	2563	882	2621	1115	2998
1945	432	1183	1961	790	2547	863	2739	931	2856	1197	3464
1946	662	3202	1962	773	2667	883	2910	977	3144	1277	4013
1947	600	3180	1963	812	2791	956	3140	1065	3437	1413	4464
1948	587	2908	1964	933	2952	1135	3435	1271	3799	1721	5025
1949	555	2722	1965	1072	3213	1352	3880	1526	4343	2107	5857
1950	468	2202	1966	1020	3415	1316	4243	1522	4805	2128	6583
1951	431	1992	1967	998	3570	1325	4556	1520	5192	2147	7210
1952	574	1925	1968	906	3533	1227	4622	1422	5305	2023	7448
1953	692	2114	1969	1015	3501	1382	4640	1642	5437	2373	7727
1954	716	2307	1970	1133	3615	1553	4897	1900	5797	2686	8248
1955	735	2490									
1956	736	2552									
1957	663	2492									

Note: Freshman totals exclude nurses.

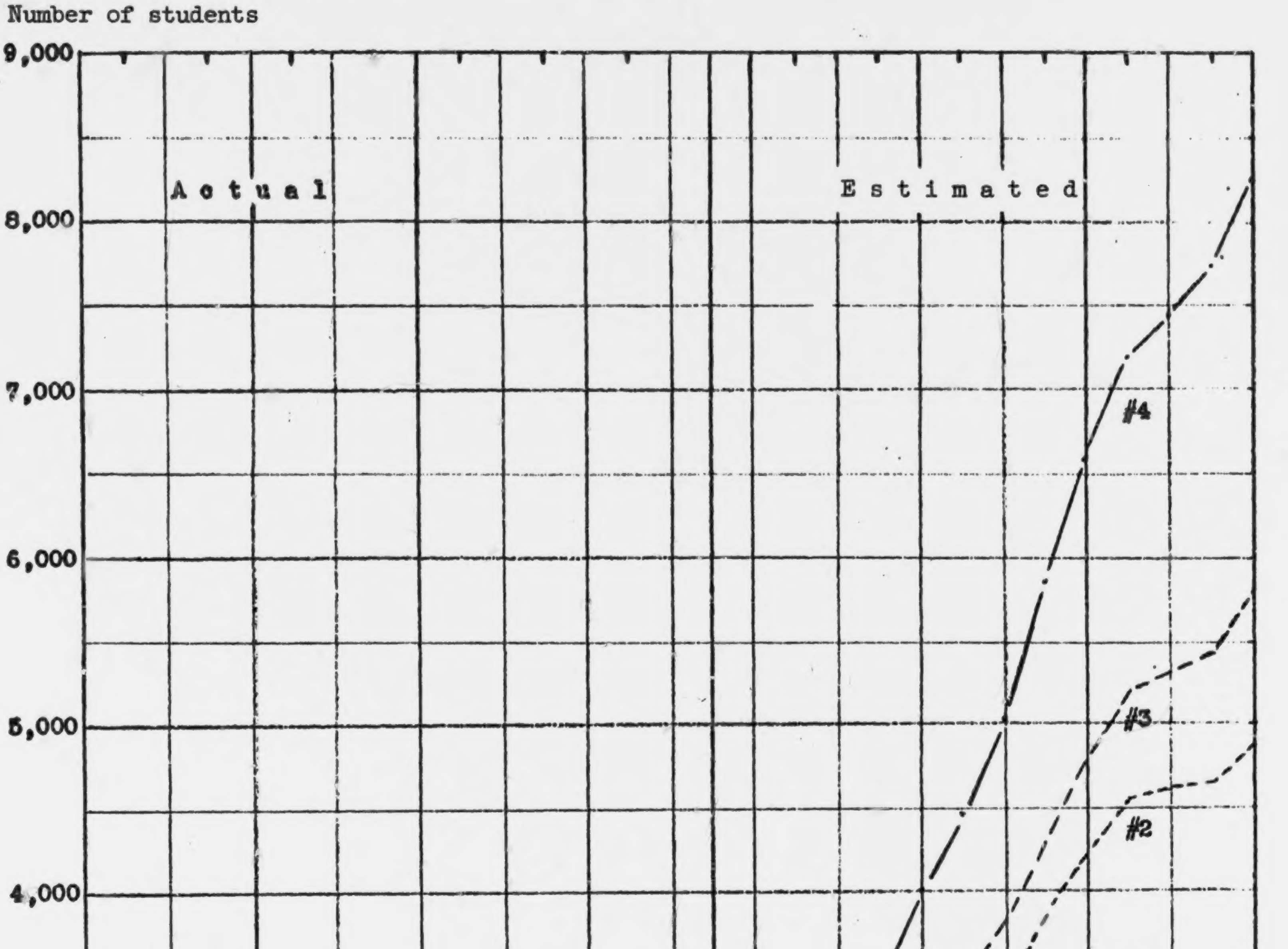
Source: Actual - Official records of The University of Akron Registrar.

Projected - Special University of Akron formula.

APPENDIX C

Inventory Sample Forms

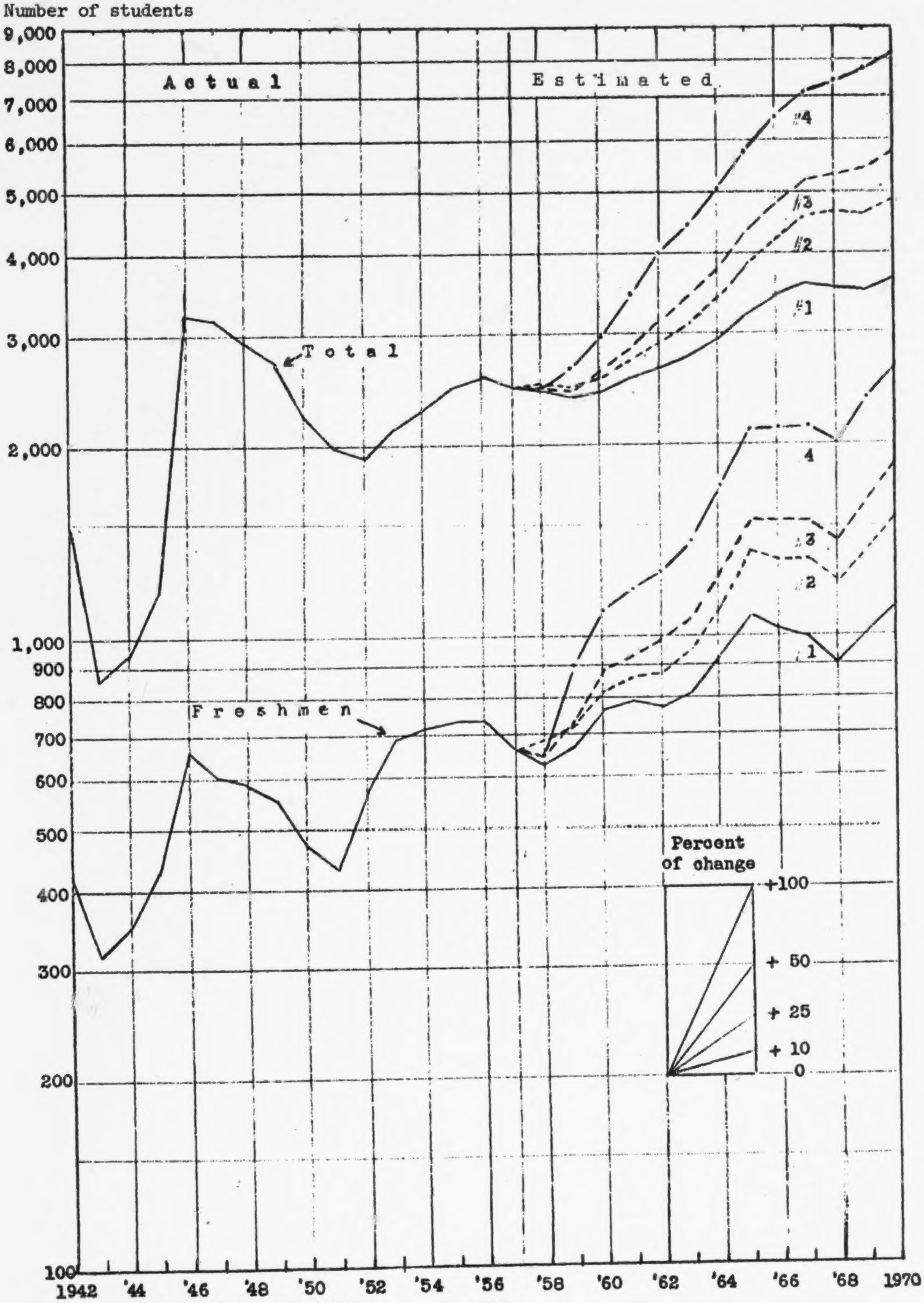
DAY ENROLLMENT AT THE UNIVERSITY OF AKRON



Data from accompanying table.

Slusher

DAY ENROLLMENT AT THE UNIVERSITY OF AKRON



Data from accompanying table.

Slusher

The University of Akron

Form I

Inventory of Instructional Rooms

Building________________Rm. No.________No. of Student Stations__________

Principal use of room____

Light Meter Readings:

Day: 1________2________3________4________5________

Evening: 1________2________3________4________5________

Notes: **Date Recorded** **By**

Assignable Floor Area:

(a) Total Square Feet______________(b) Square Feet Per Student Station____

The University of Akron

Form 2

Class-Schedule Report

Term and year____________________ Department____________________________

A. Course Data

Course & section number_____________

Course Level_______________________

B. Class Data

Class (section) enrollment____________

Type of instruction__________________

Building & Room_____________________

C. Notes:

D. Chart of class-meeting schedule

Indicate Hour Of Day	Enter Class (section) Enrollment				
	Monday	Tuesday	Wednesday	Thursday	Friday

The University of Akron

Form 3

Quality of Accommodations in Classroom or Laboratory or Other Room for Instructional Purposes

(One page for each room)

Building____________________ Room No.________ No. of student stations______

Assignable sq. ft. of floor area________ Assignable sq. ft. of floor area per student station______________

Principal use of room____

Other uses that can be made of room______________________________

THE ITEMS BELOW ARE TO BE FILLED OUT BY EXAMINER AT TIME OF VISIT:

1. Relation of number of student stations to floor area
   _____ a. Overcrowded room
   _____ b. Space tightly used but adequate
   _____ c. Comfortable amount of space
   _____ d. More space than necessary

2. Quality of accommodations for principal purposes
   _____ a. Excellent
   _____ b. Satisfactory
   _____ c. Poor
   _____ d. Very deficient

3. General impressions of the room
   _____ a. Pleasant and attractive
   _____ b. Satisfactory
   _____ c. Dreary and unattractive

4. Specific deficiencies noted:
   _____ a. Shape of room
   _____ b. Placement of windows
   _____ c. Artificial light
   _____ d. Heating
   _____ e. Ventilations
   _____ f. Seating
   _____ g. Instructor's desk
   _____ h. Instructional equipment
   _____ i. Chalkboard
   _____ j. Bulletin board
   _____ k. Walls and ceiling
   _____ l. Floor
   _____ m. Decoration
   _____ n. Acoustics
   _____ o. External noise
   _____ p. Other (specify)

Special notes or comments:

______________________________ ______________
Examiner Date

The University of Akron

Form 4

Faculty and Administrative Offices and Research Laboratories
(One Page for each room used for office or laboratory of one or more staff members)

Building__________________Room Number___________Assignable sq. ft. of floor area__________________

Total number of person-stations in room___________Assignable sq. ft. of floor area per station___________

Use made of room: (check one) Office_________; Laboratory (or studio)________ ________; Combination office and laboratory (or studio)

List below those using the room:

Names of Staff Members Assigned to Room	Department or Administrative Unit (If room Used for Duties of Several Departments, So Indicate	Rank or Title of Staff Members

Indicate below the kind and amount of equipment ordinarily maintained in room.

Equipment Item	Number	Quality			Equipment Item	Number	Quality		
		Exc.	Avg.	Poor			Exc.	Avg.	Poor
Desks					Bookshelves (no. of lineal ft.)				
Chairs					Filing cases (no. of drawers				
Tables					Telephones				
Cabinets					Typewriters				
Wastebaskets					Typewriter stands, tables				

Other (specify on back of this page)

The check-list below is to be filled out by the examiner at time of visit to room.

Quality Exc.	Avg.	Poor	Item
			1. Adequacy of space for number assigned.
			2. Provisions for privacy
			3. General attractiveness of room
			4. Quality of accommodations (over-all impression)
			5. Adequacy of lighting
			6. Other comments:

____________________ Examiner

_______________ Date

The University of Akron

Form 6

Libraries

(use one page for each library unit)

1. List below the buildings in which libraries are housed.

Building	Nature of Library Services and Facilities Maintained in the Building	Assignable Sq. Feet of Floor Area for Library

2. Reading Rooms. List below each library reading room.

Location of Reading Room and Study Hall	Assignable Square Feet of Floor Area	Number of Seats

3. Number of carrells available for research students____________

4. Stack space. (See reverse side.)

Location of Stack Space	Number of Volumes Shelved	Lineal Feet of Shelving	Assignable Square Feet of Space	
			Used for Stacks	Available for Stack Expansions

5. Service Area. List below each workroom used for library processes.

Building and Room Number	Principal Use of Room	Assignable Sq. Ft. of Floor Area	No. of Staff Members	Assignable Sq. Ft. Per Staff Member

Comments by examiner at time of visit to libraries

Examiner ______________________ Date ____________

The University of Akron

Form 7

Auditoriums, Theaters, Assembly Halls
(use one page for each hall)

1. Name (or number) of hall__________Building in which located______________

2. Date of completion__________Date of last major alteration or improvement

__________________Type of construction (masonry, wood frame, etc.)________

__________________Fire-resistive?______________________________________

3. Principal purposes for which used_____________________________________

____

4. Number of seats; Main floor_____; Balconies_____; Total__________________

5. Stage: Width of proscenium arch____________; Depth of stage_____________

Dimensions of wing: Left________________; Right________________

Fly gallery?__________Footlights?__________Curtain?____________

6. Orchestra pit?______________________ Pipe organ?______________________

7. Projection equipment?____________ In fire-resistive booth?______________

8. Number of dressing rooms______Number of washbowls in dressing rooms________

Lineal feet of mirrors in dressing rooms________________________________

9. Floor area (sq. ft.) or prop storage and preparation__________________

Floor area (sq. ft.) for costume storage and preparation________________

10. Floor area (sq. ft.) of entrance lobby_________________________________

11. Ticket window?_______ Coat check room?________Public rest rooms?_________

12. List or describe other facilities:

Quality of facilities as evaluated by examiner:

____________________________ ______________

Examiner Date

The University of Akron

Form 8

Gymnasiums, Field House, Armory
(use one page for each separate unit)

1. Usual designation of the facility______________________________

2. Date of completion____________Date of last major alteration or improvement__________Type of construction (masonry, wood frame, etc.)__________

3. Principal purposes for which used:

_____ a. Physical education classes _____ e. Varsity team practice

_____ b. Military instruction _____ f. Spectator sports

_____ c. Classes in other departments _____ g. List any others

_____ d. Intramural games

4. Used by: Men only____; Women only____; Both men and women______________

5. Size of main playing floor or drill area______________________________

6. Equipment provided for: Basketball___; tennis___; indoor softball_______; baseball (hard ball) practice___; volley ball___; badminton____; gymnastics___; running track___; (if track, give number of laps to mile______; jumping pit___; list any others.

7. Special rooms: Handball and squash courts?___; corrective gymnastics?_____; wrestling and boxing?___; list any others.

8. Swimming pool: Indoor pool?______ (if yes, give dimensions)____________
Outdoor pool?_____ (if yes, give dimensions)____________

9. Number of locker rooms for men_________; number for women______________

10. Total number of lockers available: for men_____; for women______________

11. Total number of shower heads in dressing rooms: for men___; for women______

12. Number of office rooms for staff_______

13. Number of classrooms_________________

14. Seats for spectators: Number at main playing floor________; number at swimming pool____________; number at special rooms__________________

15. Floor area (sq. ft.) of entrance lobby_________; ticket window___________; coat check room?____________

16. List any other facilities provided in the building.

Comments by examiner on quality of facilities as observed at time of visit.

______________________________ Examiner

______________ Date

The University of Akron

Form 10

Dining Halls and Cafeterias
(use one page for each dining hall)

1. Usual designation of the dining hall__________________________

2. Date of completion of building in which dining hall is located___________; Date of last major alteration or improvement affecting dining hall __________________; Describe type of construction______________________; Fire-resistive_______________________

3. Used by: Men only_____; women only_____; both men and women______________

4. Style of service: Table service____; cafeteria____; counter service______

5. Meals served: Breakfast____; Lunch____; Dinner____; Snack bar____________

6. Number of tables____________; total seating capacity_____________________

7. Square feet of floor area in dining hall, excluding all service areas_____

8. Service facilities:
   (a) Serving pantry?_________if yes, give floor area (sq. ft.)____________
   (b) Kitchen: Attached?_______ if yes, give floor area (sq. ft.)_________
   Service from central kitchen located elsewhere?_______________________
   (c) Food storage: Special storage for meat?____ Storage for canned goods _____; Cold room for fruits and vegetables?_______ Total floor area for food storage_______________
   (d) Separate dining room for kitchen help?_____ If yes, give floor area _____
   (e) Other service facilities (list and give sq. ft. floor area)

9. Number of students normally served at: Breakfast_______; Lunch____________; Dinner______________

Quality of facilities as evaluated by examiner at time of visit.

____________________________ ____________
Examiner Date

The University of Akron

Form 11

Social Rooms, Student Union

1. List below the buildings or rooms available for use by entire student body for social purposes (exclude social rooms in dormitories for use of dormitory residents and their guests, and exclude also dining rooms.)

Building	Principal Facilities Provided	Sq. Feet Floor Area (Inside Gross)

2. Check in the list below the kinds of facilities provided by the institution.

_________ a. Lounge
_________ b. Meeting rooms
_________ c. Offices for student organizations
_________ d. Work rooms for student publications
_________ e. Browsing rooms
_________ f. Dance floors
_________ g. Pool and billiards room
_________ h. Bowling alleys
_________ i. Game rooms for ping pong, shuffleboard, etc.
_________ j. Card rooms
_________ k. Little theater
_________ l. Bookstore
_________ m. Barber shop
_________ n. Beauty parlor
_________ o. Other stores or shops
_________ p. Postoffice
_________ q. Hotel rooms for transients
_________ r. Snack bar, soda fountain
_________ s. Others (list)

3. Quality of facilities as evaluated by examiner at time of visit.

_______________ Examiner
_______________ Date

The University of Akron

Form 12

Hospital and Infirmary

(use one page for each separate facility; in terms 1 to 7 include only facilities actually owned and operated by the institution)

1. Usual designation of this facility____________________________

2. Location: Building____________________; floor_______________
3. Square feet of floor area (inside gross or assignable) for hospital or

   infirmary purposes____________________

4. Number of hospital beds: men______; for women______; total__________

5. Number of beds in isolation ward: for men____; for women____;total_____

6. Does infirmary have its own diet kitchen?________________________
7. Special rooms provided:

   __________ a. Reception room

   __________ b. Treatment room for non-hospitalized cases

   __________ c. Physical examination room

   __________ d. Dental treatment room

   __________ e. X-Ray room

   __________ f. Operating room for minor surgery

   __________ g. Operating room for major surgery

   __________ h. Nurses' living quarters

   __________ i. Other special rooms: (list)

8. Hospitals in the vicinity, not a part of this institution, available for care of students:

9. Quality of facilities as evaluated by examiner at time of visit.

____________________ _______________
Examiner Date

The University of Akron

Form 13

Service Shops and Storerooms

List below the facilities for service shops (for plant operation and maintenance and general storerooms. Use one line for each such facility.

Location	Principal Use	Sq. Ft. Floor Area (Inside Gross)

Quality of facilities as evaluated by examiner at time of visit.

Examiner

Date

The University of Akron
Name of Institution

FORM A

Utilization of Classroom, Teaching Laboratory, or Other Instructional Room, by Days of the Week and Periods of the Day

(Use one page for each room)

Building_______________Room Number___________Number of student stations______

Assignable square feet of floor area________Department controlling room_______

Principal use of room____

Number of Students Occupying Room at Each Period It Is Used During the Week

Period of the Day	Day of the Week						Total Student-Station Occupancy
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
7-8 A. M.							
8-9							
9-10							
10-11							
11-12							
12-1 P. M.							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
Total Student-Station Occupancy							

ROOM USE:

a. Total number of periods during week that the room is in use __________
b. Average percentage of possible room-period use for week __________

STUDENT-STATION USE:

a. Student-hours per station for week __________
b. Average percentage of possible student-station-period use for week __________
c. Average percentage of student stations occupied in classroom when room is in use __________

The University of Akron

Form B

Summary of Utilization Data by Kinds of Instructional Rooms
(Data from Form A; use one page for each kind of instructional room)

Kind of Instructional Rooms____________________

			Room Use, Weekly Basis			Student-Station Use, Weekly Basis				
Building	Room Number	Number of Student-Stations	Total Room-Periods of Use	Percentage of Possible Room-Period Use		Total Student-Station-Periods Occupied	Student Hours Per Station	Percentage of Possible Station Use		Percentage of Station Use When Room Actually in Use
				____ Hrs. Week	44 Hrs. Week			____ Hrs. Week	44 Hrs. Week	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
TOTAL	*									
AVERAGE										

* Report total number of rooms involved.

The University of Akron

Form C

Summary of Instructional Room Utilization by Days of the Week (Date from Form A; use one page for each kind of instructional room)

A. Kind of instructional room______________; total number of rooms__________

B. Total available room-periods each day:
1. Based on institution's schedule (total rooms times number of periods in institution's daily schedule

Mon.____; Tues.____; Wed.____; Thurs.____; Fri.____; Sat.____

2. Based on 44-period week
Each day, Monday through Friday (Total rooms times 8)________________

Saturday (total rooms times 4)______________________________

C. Total number of student-stations in this group of rooms________________

D. Total available student-station-periods each day:
1. Based on the institution's schedule (total student-stations times number of periods in the institution's daily schedule

Mon____; Tues.____; Wed.____; Thurs.____; Fri.____; Sat.____

2. Based on 44-period week
Each day, Monday through Friday (total student-stations times 8)______

Saturday (total student-stations times 4)____________________

Day of Week	Total Room-Periods Used	Average Room-Periods Used for Day	Percentage of Possible Utilization		Total Student-Station-Periods Occupied	Average Student Hours per Station	Percentage of Possible Utilization	
			Based on Institution Sche.	Based on Week of 44 Periods			Based on Institution Sche.	Based on Week of 44 Periods
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Mon.								
Tues								
Wed.								
Thurs.								
Fri.								
Sat.								

The University of Akron

Form C (data from Form 4)
Distribution of Office Rooms by Number of Stations per Room

Stations per Room	Administrative Units	Faculty and Staff of Academic Departments	Other Units	Summary for Institution
Number of office rooms with following number of stations per room:				
1 office-station				
2 office-stations				
3 office-stations				
4 office-stations				
5 office-stations				
6 or more				
Total Number of Rooms				
Percentage of office rooms with following number of stations per room:				
1 office-station				
2 office-stations				
3 office-stations				
4 office-stations				
5 office-stations				
6 or more				
Total	100.0%	100.0%	100.0%	100.0%

The University of Akron

Form D

Summary of Instructional Space Utilization by Hours of the Day
(Date from Form A; use page for each kind of instructional rooms)

A. Kind of instructional rooms________________________________; total number of rooms__________

B. Total available room-periods weekly at each hour.

1. Based on institution's schedule (For each hour, enter in first column the number of rooms in category times number of days in the week classes may meet at that hour.)
2. Based on 44-period week (Enter in 2nd column.)
    a. Morning hours (number of rooms in category times 6)____________________
    b. Afternoon hours (number of rooms in category times 5)____________________

C. Total number of student-stations in this group of rooms____________________

D. Total available student-station-periods weekly at each hour:

1. Based on instituion's schedule (For each hour, enter in 3rd column number of student stations in category times number of days in the week classes may meet at that hour.)
2. Based on 44-period week (Enter in 4th column.)
    a. Morning hours (number of student stations times 6)____________________
    b. Afternoon hours (number of student stations times 5)____________________

							Percentage of Possible Utilization			
	Total Available Room-Periods		Total Available Station-Periods				Room-Period Basis		Student-Station-Period Basis	
Hour of Day	Based on Instit. Schedule (1)	Based on Week of 44 Periods (2)	Based on Instit. Schedule (3)	Based on Week of 44 Periods (4)	Total Room Periods Used (5)	Total Student-Station-Periods Occupied Weekly (6)	Based on Instit. Schedule (7)	Based on Week of 44 Periods (8)	Based on Instit. Schedule (9)	Based on Week of 44 Periods (10)
7-8 a.m.		-		-				-		-
8-9										
9-10										
10-11										
11-12										

The University of Akron

Form D, Con't.

Hour of Day	Total Available Room-Periods		Total Available Station-Periods		Total Room Periods Used (5)	Total Student-Station-Periods Occupied Weekly (6)	Percentage of Possible Utilization			
							Room-Period Basis		Student-Station-Period Basis	
	Based on Instit. Schedule (1)	Based on Week of 44 Periods (2)	Based on Instit. Schedule (3)	Based on Week of 44 Periods (4)			Based on Instit. Schedule (7)	Based on Week of 44 Periods (8)	Based on Instit. Schedule (9)	Based on Week of 44 Periods (10)
12-1 p.m.		–		–				–		–
1-2										
2-3										
3-4										
4-5										
5-6		–		–				–		–
6-7		–		–				–		–
7-8		–		–				–		–
8-9		–		–				–		–
9-10		–		–				–		–
10-11		–		–				–		–
11-12		–		–				–		–

The University of Akron

Form E (Data from Form A)

Summary of Utilization of Instructional Space in Rooms of Each Size
(use one page for each kind of instructional room)

Kind of Instructional Rooms ______________________

Number of Student Stations in Room	Number of Rooms of Each Size	Total Available Room Periods		Total Student Station in Each Group of Rooms	Total Available Student-Station Periods		Room-Period Use				Student-Station-Period Use				
									Percentage of Possible Utilization				Percentage of Possible Utilization		
		Based on Instit. Schedule	Based on Week of 44 Periods		Based on Instit. Schedule	Based on Week of 44 Periods	Total Room-Periods Used	Average Room Periods Use for Week	Based on Instit. Schedule	Based on Week of 44 Periods	Total Student Station Periods Occupied	Average Student Hours per Week per Station	Based on Instit. Schedule	Based on Week of 44 Periods	Per Cent of Station Use When Room in Use
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
1-10															
11-20															
21-30															
31-40															
41-50															
51-60															

The University of Akron

Form E, Con't.

-2-

							Room-Period Use					Student-Station-Period Use			
		Total Available Room Periods			Total Available Room Periods				Total Available Student-Station Periods				Percentage of Possible Utilization		
Number of Student Stations in Room	Number of Rooms of Each Size (1)	Based on Instit. Schedule (2)	Based on Week of 44 Periods (3)	Total Student Stations in Each Group of Rooms (4)	Based on Instit. Schedule (5)	Based on Week of 44 Periods (6)	Total Room-Period Used (7)	Average Room Periods Use for Week (8)	Based on Instit. Schedule (9)	Based on Week of 44 Periods (10)	Total Student Station Periods Occupied (11)	Average Student Hours per Week Per Station (12)	Based on Instit. Schedule (13)	Based on Week of 44 Periods (14)	Per Cent of Station Use When Room in Use (15)
61-80															
81-100															
101-150															
151-200															
201-250															
251 and over															

The University of Akron

Form F (data from Form A)

Distribution of the Number of Class-Period Meetings per Week by Size of Class in Relationship to Capacity of the Room in Which Classes Are Held

Kind of Instructional Rooms________________________

ROOM CAPACITY		Number of Class-Period Meetings Per Week For Classes of Each Group											Total	Percentage	Cumulative Percentage
	1 to 11	11 to 20	21 to 30	31 to 40	41 to 50	51 to 60	61 to 80	81 to 100	101 to 150	151 to 200	201 to 251	251 and over			
1 to 10															
11 to 20															
21 to 30															
31 to 40															
41 to 50															
51 to 60															
61 to 80															
81 to 100															
101 to 150															
151 to 200															
201 to 250															
251 and over															
TOTAL															
PERCENTAGE															
CUMULATIVE PERCENTAGE															

The University of Akron

Form M (data from Form 4)
Summary of Rooms and Floor Space Used for Offices

	Administrative Units	Faculty and Staffs of Academic Depts.	Other Units (Describe if any)	Total for Institution
Number of rooms used				
Number of office-stations				
Total square feet of floor space used				
Average square feet of floor space per station				
Ratio of square feet of office space to total square feet of instuctional space				

The University of Akron

Form N (data from Form 4)
Square Feet of Floor Space Assigned to Each Office-Station

Range in Square Feet of Floor Space	Administrative Units	Faculty and Staff of Academic Departments	Other Units	Summary for Institution
Number of office-stations provided with following square feet of floor space:				
Less than 50				
50 to 74				
75 to 99				
100 to 124				
125 to 149				
150 to 199				
200 to 249				
250 or more				
Total				
Percentage of office stations provided with following square feet of floor space:				
Less than 50				
50 to 74				
75 to 99				
100 to 124				
125 to 149				
150 to 199				
200 to 249				
250 or more				
Total	100.0%	100.0%	100.0%	100.0%

APPENDIX D

Survey Forms and Schedules

Code ____________________

SURVEY OF CURRENT TRENDS
In Member Colleges and Universities of the
North Central Association of Colleges and Secondary Schools

INDIVIDUAL FACULTY FORM*

1. Name ______________________________ Department or field ____________

   Highest earned degree ____________________

2. Please check in the appropriate space below to describe the nature of your present appointment.
   - ( ) Full-time teacher with institution.
   - ( ) Full-time member of the staff but because of other duties do not carry a full teaching load.
   - ( ) Part-time teacher with other employment outside the institution.
   - ( ) Part-time administrator with other employment outside the institution.
   - ( ) Graduate assistant.

3. List the number of months of formal graduate study you have completed. Include only study beyond the Bachelor's degree. Reduce months of part-time graduate study to the full-time equivalent. For example, 10 months of graduate study on a half-time basis should be shown as 5 months.

   ____

* Please note: This form is to be completed by or for all teachers and administrators working full-time or part-time with the institution.

THE COMMITTEE ON THE EDUCATIONAL FORECAST OF THE UNIVERSITY OF AKRON

COURSE ANALYSIS

Course: ____________ ______________________________________
Code Number Title

Credit Hours: ____________ Contact Hours: ____________

NOTE: If the course is a sequential two semester course (such as Accounting 21-22), and completion of the first semester's work is a pre-requisite to the second half, consider it as ONE COURSE. If the course is normally a two semester course, but the first semester is not a pre-requisite to the second semester (such as History 41-42), list EACH COURSE SEPARATELY.

Objectives of Course:

Will you express an opinion concerning the overall value of this course in the curriculum?

Frequency of Offering:

Remarks:

____
Faculty

NOTE: On the forms provided, please also complete a Course Outline, BY WEEKS, for each course reported and/or submit a Course Syllabus.

THE COMMITTEE ON THE EDUCATIONAL FORECAST
OF THE UNIVERSITY OF AKRON

COURSE ANALYSIS

Course: ____________ ____________________ 1st 2nd
Code Number Title Semester

Course Outline

1st Week

2nd Week

3rd Week

4th Week

5th Week

6th Week

7th Week

8th Week

9th Week

10th Week

COURSE ANALYSIS (CONTINUED)

Course: ____________ Code Number ____________________ Title ____________ 1st 2nd Semester

Course Outline
(Continued)

11th Week

12th Week

13th Week

14th Week

15th Week

16th Week

Comments:

____
Faculty

THE COMMITTEE ON THE EDUCATIONAL FORECAST
OF THE UNIVERSITY OF AKRON

CURRICULUM ANALYSIS

If you wish, express any criticism which you may have, either favorably or unfavorably, concerning any one or all of the following curricula.

Your Department:

Your College:

Other Curricula

____
Faculty

THE UNIVERSITY OF AKRON
AKRON, OHIO

THE COMMITTEE ON THE EDUCATIONAL FORECAST OF THE UNIVERSITY OF AKRON

To:______________________

In order to provide Dr. A. J. Brumbaugh, our administrative consultant, with basic data pertinent to our University administration, the attached check list is submitted for your attention. It is based upon a check list of administrative functions prepared by The North Central Association of Colleges and Secondary Schools and used as a point of departure for evaluating educational institutions. Some items have been changed to correspond to The University of Akron's unique structure, but, for the most part, the questions are extracted verbatim from the NCACSS check list.

Instructions:

Check the major officer or officers finally responsible for the performance of each function listed. If the responsibility for the performance of a function is divided, indicate the officer or group finally responsible by the figure 1 and successive stages of delegation by 2, 3, 4, etc. In case the function is so divided that two or more officers are finally responsible for different phases, that fact may be indicated by the use of the figure 1 for each such officer or group. For instance:

> In the case of item #90, the Academic Deans, Director of Student Personnel and the Dean of the Evening Division could each be marked 1 and the department heads 2. This would indicate that those marked 1 are primarily responsible and the number 2 would indicate the next successive stage of delegation.

On items which are difficult to mark as suggested, supplement the schedule with detailed notes. If an item does not apply, if you are in doubt as to who performs it, or as far as you know it is not performed, mark 0 (zero.)

Thank you.

NOTE:

Please assign responsibilities for functions as you believe them to be and not as you think that they should be.

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
I. **POLICY FORMATION AND APPROVAL** (Does not refer to the carrying on of functions or the execution of policies, but only to the development and formation of policies and their authorization or approval.) 1. Approving general policies for the control of the institution.																									
2. Approving policies regarding resident instruction.																									
3. Approving policies concerning institutional research. (Does not refer to research in specific subject matter fields. Institutional research usually implies definite arrangements for financing the project and recognition of it in the assigned teaching loads of those engaged in such research.)																									

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
4. Approving policies regarding leaves of absence. (E.g., policies concerning basis of eligibility, method of financing leaves, etc.)																									
5. Approving policies concerning extension instruction. (E.g., deciding whether it shall be offered, determining amount of extension credit to be allowed toward a degree, method of financing program, etc.)																									
6. Approving policies concerning noncredit work and instruction.																									
7. Approving policies concerning admission of students. (E.g., determining number who will be admitted, qualifications for admission, information to be obtained about entering students, etc.)																									

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
8. Approving policies concerning academic guidance of students. (E.g., determining whether it is to be carried on by a specialized staff or by unspecialized faculty members, determining whether counseling is at the initiative of the student or at the initiative of the counselor, etc.)																									
9. Approving policies concerning student health service and housing. (E.g., determining whether institution should maintain own health facilities or utilize community resources, determining whether institution should build dormitories or depend partially on local community, determining whether certain groups of students should be required to live in dormitories, etc.)																									

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
10. Approving policies regarding financial assistance to students. (E.g., determining qualifications necessary to receive loans, scholarships, or institutional employment, determining limits of total amount of assistance to one student, athletic scholarships, etc.)																									
11. Approving policies concerning student organizations and activities. (E.g., determining conditions under which an organization may be established, determining the nature of control to be exercised by the institution over the finances of student organizations, etc.)																									

Function	Officer or Officers Performing Function																							
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
12. Approving policies concerning student standards of conduct. (E.g., determining whether or not dancing will be permitted on the campus, determining use of automobiles by students, determining hours when students must be in dormitories, determining times when "dates" will be permitted, etc.)																									
13. Approving policies concerning placement of graduates. (E.g., deciding whether or not active efforts will be made to place graduates, deciding what agencies shall engage in placement activites, etc.																									
14. Approving policies concerning public occasions. (E.g., deciding whether chapel attendance shall be required or optional, deciding on frequency of chapel service, deciding on kinds of speakers who are not to be invited to the institution, etc.)																									

Function	Officer or Officers Performing Function																							
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
15. Approving policies concerning publicity and public relations. (E.g., deciding whether to engage in active efforts to put out publicity concerning the institution, deciding what agencies shall be used in publicity, such as radio, speakers bureau, traveling field representative, etc.)																									
16. Approving general policies concerning the library. (E.g., determining the routine of purchasing books, deciding policy with respect to earmarking library budget for departmental purchases, etc.)																									
17. Approving rules and regulations concerning the use of the library. (E.g., determining hours of library service, reference book practices, etc.)																									
18. Approving changes in curriculum.																									

Function	Officer or Officers Performing Function																							
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
19. Determining required courses for various certificates and degrees.																									
20. Determining requirements for departmental majors and minors.																									
21.Approving the offering of a new course.																									
22. Approving policies concerning the financing of the institution. (E.g., determining general policies concerning the nature of investments for permanent funds, deciding whether institution shall operate on a balanced budget, etc.)																									
23. Approving policies concerning business management. (E.g., deciding whether purchasing shall be centralized or not, deciding form in which accounts will be kept, etc.)																									

Function	Officer or Officers Performing Function																							
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
24. Approving policies concerning management of buildings and grounds. (E.g., determining hours during which buildings will be heated, determining responsibility of janitors for service to faculty members, determining that repairs shall be made, etc.)																								
II. GENERAL CONTROL 25. Selecting a chief executive officer for the institution.																								
26. Executing the policies and regulations of the board of directors.																								
27. Executing the policies and regulations of the faculty.																								
28. Assigning duties to major officers of administration.																								
29. Representing the president when he is absent.																								

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
III. INSTITUTIONAL RESEARCH 30. Deciding what topics shall be investigated.																									
31. Receiving reports on research investigations.																									
32. Conducting projects in institutional research.																									
IV. RESIDENT INSTRUCTION 33. Presiding over faculty meetings of the institution as a whole.																									
34. Presiding over faculty meetings of schools (or colleges) within the institution.																									
35. Presiding over Divisional faculty meetings (Biol. Sci., Soc. Sci., etc.)																									
36. Constructing and revising curriculum. (Who does the work?)																									

Function	Officer or Officers Performing Function																								
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
37. Assigning faculty members to teach various credit courses.																									
38. Assigning faculty members to teach various non-credit courses.																									
39. Determining what constitutes full-time teaching service.																									
40. Determining what courses shall be offered in each department in a given year.																									
41. Recommending time schedule for classes.																									
42. Coordinating time schedule for classes.																									
43. Determining rooms in which classes will be held.																									
44. Preparing a schedule for final examinations.																									

Function	Officer or Officers Performing Function																							
	Board of Directors	President	Financial Vice President	Dean of Administration	Academic College Dean	Dean of Evening Division	Dir., University Relations	Dir., Student Personnel	Registrar	Treasurer	Librarian	Executive Committee	University Council	Faculty Committee	College Faculty	Division Head	Department Head	Divisional Staff	Departmental Staff	University Faculty	Faculty Student Comm.	Student Group			
45. Approving the schedule for final examinations.																									
46. Supervising the instruction of the probationary members of the faculty.																									
47. Supervising the coordination of the various instructional departments.																									
48. Providing for a substitute in case of absence of a faculty member.																									
49. Selecting library books.																									
50. Planning improvement of library service.																									
51. Directing the summer session.																									
52. Planning the academic calendar.																									
53. Approving the academic calendar.																									

Function	Officer or Officers Performing Function																								
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V. FACULTY PERSONNEL MANAGEMENT 54. Locating desirable candidates for positions on the faculty.																									
55. Determining academic ranks of staff members.																									
56. Determining eligibility for leaves of absence.																									
57. Planning in-service training for staff members.																									
58. Planning social affairs to build faculty acquaintanceship.																									
59. Recommending persons for appointment to faculty.																									
60. Approving appointments to the faculty.																									
61. Recommending appointments to non-instructional staff of departments.																									

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62. Recommending salary changes for all members in department below head.																									
63. Collecting data regarding faculty personnel, training experience, publications, etc.																									
VI. NON-CREDIT INSTRUCTION 64. Recommending the organization of non-credit classes.																									
65. Approving the organization of non-credit classes (Who decides whether a given course should be offered?)																									
66. Enrolling students in non-credit classes. (Who actually enrolls students? Registrar? Dean of Evening Division? Other official?)																									
67. Recommending courses to be offered on a non-credit basis.																									

Function	Officer or Officers Performing Function																						
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68. Approving the offering of specific non-credit courses off campus.																								
69. Enrolling students in non-credit courses off campus. (Who actually enrolls students? Registrar? Dean of Evening Division?)																								
70. Collecting fees for off campus non-credit classes.																								
71. Preparation of publicity material regarding non-credit classes.																								
72. Approval of publicity material regarding non-credit instruction.																								
VII. RECRUITING, ADMISSION, AND REGISTRATION OF STUDENTS 73. Approving procedures for registration of students.																								
74. Recruiting students.																								

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75. Evaluating high school credits.																									
76. Evaluating college credits offered from other colleges.																									
77. Admitting students.																									
78. Registering students.																									
79. Readmitting students who have been dropped for poor scholarship.																									
80. Readmitting students dropped for reasons other than scholarship.																									
81. Approving changes in course registration.																									
82. Checking requirements for certificates, diplomas, and degrees.																									
VIII. ACADEMIC AND PERSONNEL RECORDS 83. Keeping academic records of students.																									

Function	Officer or Officers Performing Function																							
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84. Keeping personnel records of students.																									
85. Keeping alumni records.																									
86. Supplying transcripts of student records.																									
87. Preparing reports to students, parents, and secondary schools regarding academic records of students.																									
88. Preparing student directory.																									
89. Making statistical studies from academic and personnel records.																									
IX. ACADEMIC GUIDANCE OF STUDENTS 90. Guiding students in the selection of their courses.																									
91. Checking with student and faculty about student failure.																									

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92. Excusing irregularities in student attendance.																									
X. STUDENT WELFARE 93. Providing a list of suitable boarding and rooming facilities for students.																									
94. Inspecting student boarding and rooming houses off the campus.																									
95. Establishing standards for student rooms in private rooming houses.																									
96. Supervising the housing and boarding facilities of the college.																									
97. Supervising student health service.																									
98. Directing student entertainment programs, such as picnics, dances, etc.																									
99. Awarding scholarships to students.																									

	Officer or Officers Performing Function																							
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100. Granting students permission to delay payment of fees.																									
101. Making loans to students.																									
102. Advising with students concerning personal matters.																									
103. Giving vocational advice to students.																									
104. Approving sponsors for student organizations.																									
105. Supervising general conduct at social affairs.																									
106. Investigating reported offenses.																									
107. Fixing punishment for violations of conduct standards.																									
108. Enforcing punishment for violations of conduct standards.																									

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109. Approving student organizations.																									
110. Controlling college athletics.																									
XI. PLACEMENT OF STUDENTS AND GRADUATES 111. Assembling information for use of employers seeking graduates.																									
112. Recommending students to prospective employers.																									
113. Guiding students in selection of courses to meet placement demands.																									
114. Assisting students to find part-time employment.																									
115. Employing students for serivce on the campus. (Centralized employment service, or by the several departments?)																									
XII. PUBLIC OCCASIONS 116. Arranging for assembly exercises.																									

Function	Officer or Officers Performing Function																								
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117. Arranging for other public lectures.																									
118. Arranging for commencement exercises.																									
119. Arranging for alumni homecoming.																									
120. Checking student attendance at assembly exercises.																									
XIII. PUBLICITY AND PUBLIC RELATIONS 121. Representing the institution in the public high schools of the territory.																									
122. Directing the preparation of the college catalog.																									
123. Editing and publishing institutional bulletins.																									
124. Censoring publicity prior to its release.																									

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125. Preparing and placing paid advertising.																									
126. Furnishing news stories to the press.																									
127. Collecting and compiling mailing lists of prospective students.																									
XIV. FINANCING 128. Conducting financial campaigns.																									
129. Soliciting friends of the institution for funds.																									
130. Managing the invested funds.																									
131. Accounting for investments.																									
132. Collecting pledges.																									

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XV. BUSINESS MANAGEMENT 133. Estimating budget needs of the *departments (in this section, interpret this to mean not only academic departments but "offices" such as the Registrar, the Evening Division, Buildings and Grounds, etc.)																								
a. Salaries																								
b. Supplies																								
134. Approving or denying departmental budget requests.																								
135. Estimating budget needs of the colleges																								
a. Salaries																								
b. Supplies																								
136. Approving or denying college budget requests.																								
137. Estimating budget needs for the University as a whole																								
a. Salaries																								

(cont. next page)

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137. (cont.) b. Supplies																									
138. Approving or denying the total university budget requests.																									
139. Presenting the University budget to the Board for final approval.																									
140. Initiating requisitions for *departmental supplies.																									
141. Finally approving *departmental requisitions. (This does not mean the function of keeping expenditures within budget, but of approving specific requests for expenditures.)																									
142. Keeping purchases for various *departments within the budget appropriations.																									

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143. Purchasing general academic supplies. (Who actually makes the purchase?)																									
144. Purchasing supplies for science laboratories.																									
145. Purchasing janitorial supplies and fuel.																									
146. Purchasing of supplies and equipment for auxiliary activities.																									
147. Purchasing athletic supplies and equipment.																									
148. Checking of shipments received on orders.																									
149. Storing and delivering supplies.																									
150. Collecting student fees and other institutional revenues.																									

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151. Collecting receipts from athletic contests.																									
152. Making refunds of student fees.																									
153. Checking registrations to see that proper fees are paid.																									
154. Safekeeping all monies, securities, and other valuables of the institution.																									
155. Keeping financial accounts for current funds.																									
156. Keeping financial accounts for athletics.																									
157. Preparing financial reports.																									
158. Payment of bills and accounts.																									
159. Payment of bills for athletics.																									

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160. Requiring independent auditing of financial accounts.																									
161. Disposing of salvaged materials.																									
162. Making cost studies.																									
163. Managing auxiliary activities.																									
164. Managing student bookstore.																									
165. Handling finances of athletic program.																									
XVI. BUILDINGS AND GROUNDS MANAGEMENT 166. Planning new buildings.																									
167. Planning repairs and alterations.																									
168. Directing the making of repairs and alterations.																									
169. Supervising the operation and maintenance of buildings and grounds.																									

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170. Supervising the erection of new buildings.																									
171. Recommending the equipment for new buildings.																									
172. Approving the equipment for new buildings.																									
173. Insuring buildings.																									
174. Employing members of staff for care of buildings and grounds.																									